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ILLINOIS TEACHER OF HOME ECONOMICS

TEACHING CLOTHING SELECTION TODAY

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 1; September, 1961. Published
nine times each year by the University of
Illinois. Entered as second-class matter
December 11, 1912, at the post office at Urbana,
Illinois, under the Act of August 24, 1912.
Office of Home Economics Education, 334 Gregory
Hall, Urbana, Illinois

TEACHING CLOTHING SELECTION TODAY

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A 1961 workshop in teaching clothing and textiles at the University of Illinois, attended by a group of teachers particularly interested in this subject and willing to "burn the midnight oil," developed concepts useful in the teaching of clothing selection. In the limited space available, we are reproducing as many as possible in the hope that you, too, may find them useful.

After a brief look at the changing American scene, you will find the concepts organized under headings as listed in the index. Each concept is underlined. The supporting facts to verify the concepts are starred (*). At the end of each group of concepts and facts is a separate category of ideas to use in teaching these concepts.

The Changing American Scene

One of the reasons we teach clothing selection is because every day we see some student who can ill afford it wearing a garment that is equivalent to "lighting-a-cigarette-with-a-ten-dollar-bill" in terms of wasting money. But can you blame her? It takes a super shopper to sort the fabulous number of items on the market into a recognizable few that she may really need and enjoy.

Furthermore, in a constantly expanding market we have continued to try to cling to old ideas, or at least have given them up reluctantly. We have of necessity abandoned some pet beliefs, such as "you get what you pay for." Often there is no correlation between price and quality--sometimes there is even a negative correlation.

For the few who have an unlimited budget, the study of selection in clothing may be a waste of time. They can well afford the trial-and-error method and will no doubt, with practice, become most adept at buying successfully.

Take, for example, the woman who spent \$600 on an evening dress made from layers of tulle over a base of crepe. Clusters of ostrich feathers dyed to resemble flowers were scattered beneath the tulle. The effect was enchanting and in motion created a lightness and grace that seemed well worth the price. But--when she sent the dress to the dry cleaners it came back with a curt note, "This cannot be cleaned"! The tulle was sewn directly to the crepe with the ostrich feathers trapped between. Unless the entire dress was ripped apart and each piece cleaned separately, cleaning was impossible. Since this required a complete remaking, the cleaners refused to attempt cleaning. An expensive lesson, but effective!

How many of your students show you cotton dresses trimmed with a velvet ribbon that cannot be washed? Or cotton pajamas with nylon lace that will fuse onto the iron when ironed at cotton setting? Or buttons that melt when touched with an iron? Or a nylon dress with "detachable" collar and cuffs of another fabric--sewn in?

We have abandoned, but most of us still remember, the admiration that was given to the "tight-fisted" fellow who would not spend his money unless absolutely necessary. He was the Horatio Alger type who bought as little as possible but who "knew a real bargain when he saw one." Even then a few of the shrewder people probably questioned the reliability of recognizing quality in clothing without considerable practice. Now we know that the more you buy, or at least the more you shop and compare, the more sophisticated your selections should become.

The "shock of prosperity" has shattered so many of our truisms! There has been developing a "respectability of spending" that high school students, particularly, are subjected to constantly. We are bombarded with the latest in fashions, all of which seem to be demoded faster than we can get them home and hang them in the closet, let alone wear them a few times. It is obvious that a tendency toward obsolescence is becoming more and more a built-in feature of our economy as a whole. But it is probably most apparent and most rapid in clothing.

We need, then, some basis, and as much practice as possible, for making choices if we intend to avoid the newest proverb "want not, waste plenty," which has replaced our old idea of "waste not, want not."

In addition to giving up some of our old and (we thought!) tried and true concepts, we need to take a long look at what has been happening to our way of life. Do you know:

Who is doing the buying?
What they are buying?
Why they are buying?
Where they are buying?
How they are buying?

A brief glance at the following summary may not surprise you, but it should help confirm what you saw happening at the dress shop yesterday, or in the grocery store last night.

Who does the buying?

Women today are doing more family economic planning

* A 1956 survey conducted for the United States Treasury Department by the University of Michigan showed that the wife handled the money and bills in 38 per cent of all United States families, the husband in 30 per cent of the families, and the husband and wife together in 32 per cent (1 per cent not ascertained).

- * In middle income families especially, large numbers of wives were managing the family finances.

Woman's greater personal and economic freedom means that women are more important factors in buying today.

- * The smaller household consisting only of the immediate family and the many labor-saving devices release the housewife for other duties.
- * These other duties often consist of an outside job which, in turn, increases the family buying power.

One of the myths about the current consumer seems to be that there are no poor people left in the nation.

- * 80 per cent of the families in the United States in 1958, according to Federal Reserve figures, grossed under \$6,000.
- * Of this per cent, 40 per cent grossed under \$3,000.

The grand total in teen-age buying power is estimated by Life magazine at \$10 billion annually, more conservatively by Newsweek at \$9.5 billion.

What do we buy?

Women are generally better informed and more conscious of brands than men and are more inclined to be loyal to brands.

- * Seventeen uses the slogan "Brand loyalty starts in Seventeen." And they continue to emphasize it is easier to start a habit than stop one! They offer special incentive to the high school home economics teacher to induce her to use the magazine in her classes. Apparently their promotion is very successful as most every high school girl will tell you it is her favorite fashion magazine.
- * Seventeen proudly announces that over half of its readers actually purchased garments advertised in their publication. Since almost half of their magazine is always devoted to advertising, and since so many teen-agers are exposed to it, this is very believable.

Loyalty to a brand is often a misplaced idea.

- * Too many women fail to recognize that a brand is not always a guarantee of consistent quality. The company making the product may change hands, and this very often results in a change in sizing, quality, or price. The article you were so happy with six months ago may be completely changed with your second purchase.

- * Building a brand name takes much capital outlay. The advertising costs for a national campaign are almost unbelievable. All of this cost must be passed on to the consumer.

Today, luxury spending is the pattern of women in most economic groups.

- * Luxurious or Grade A merchandise is moving faster than the less expensive items. There are many reasons for this, one being that the cost of living has risen about 24.6 per cent during the last decade and this has automatically increased the cost of clothing. A dress of four years ago that cost \$10.95 is today, if the same quality is maintained, going to cost the consumer about \$17.95.
- * The manufacturing costs have risen and the retailer, too, must charge more to meet his expenses. The two items that are most responsible for this increased cost in clothing are the labor costs and the shipping charges.
- * A recent article in Women's Wear Daily listed the rapidly increasing shipping rates as the number one problem of the retailer. They quoted the percentage of increase in railway express rates since 1946 as 700 per cent.
- * The consumer is price conscious but does not pinch pennies the way she used to, mainly because there is no necessity.

Today's increase in travel, decrease in time and closet space, practically force a small wardrobe on most of us.

- * We are a mobile nation, not only in traveling for recreation but also in moving from job to job.
- * We are inclined to tire of our clothing quickly and replace it long before it shows obvious signs of wear.

How do we buy?

The number of shopping trips made by women is decreasing though their purchases are growing.

- * We are an affluent nation with more money to spend than ever before, but we are at the same time pressed for time in which to spend this money.
- * The growth of the one-stop shopping centers, the pre-packaged goods, and the vending machines indicate the time-saving element that today's shopper prefers.

More women are shopping in cars.

- * The suburban trend, the two-car family, and the growth of outlying stores all point up the ease and often the necessity for shopping by car.

Many women shop with someone and this is likely to influence what they buy.

- * "Shop by yourself," should be a cardinal rule if you expect to do it efficiently and quickly. If you are visiting with a friend, a shopping tour is not the ideal place to enjoy a chat.

Today's women are buying on impulse more than ever before.

- * Faced with a super amount of goods, with more money than we have ever known before, and belabored by extravagant claims for each item, the average shopper, in sheer bewilderment, yields to the temptation to splurge. Hence, the new shopping term in current use, "splurchases," meaning purchases that were bought on impulse.

Today's women spend many more hours outside their homes.

- * They are constantly on the go, often driving the children to school or commuting to a job.
- * For this reason they see more and have more opportunities to wear a variety of clothing.

Where do we shop?

We err in thinking of the department store as the usual family shopping center.

- * The average department store, according to Professor Bernard Smith of New York University's School of Retailing, is geared to sell to the families in the top 40 per cent income bracket, or those families grossing over \$4,300 annually.
- * The bottom 60 per cent simply cannot afford to shop in department stores. Even the families averaging just under \$6,000 often desert the department stores for the discount stores.

The direct-mail industry is increasingly important as a market for consumer goods.

- * There are four major mail order houses. They can be said to be divided into two groups, the large and the small.

- * In the large group are Sears-Roebuck and Montgomery Ward who sell the most goods each year. Sears annually sells in excess of \$750 million in goods by catalog alone. If their retail sales stores are included, the figures for Sears in 1959 show that it was the country's biggest retailer. The sales were \$4 billion. Sears is also one of the most profitable retailers. The company's net on sales averaged 4.5 cents on the dollar, and this is the highest among big retailers. After taxes, merchants' profits were likely to average 3 cents on a dollar of sales.
- * One out of every six families has a time-payment account at Sears.
- * Wards sells approximately \$350 million, excluding its retail stores, and is a close second among the giants in retailing.
- * In the smaller division are Spiegel and Aldens mail order houses. Each of these do in excess of \$100 million in business annually through their catalogs alone.
- * These well-established houses do only a small part of the direct mail selling. It has been estimated that approximately \$20 billion in goods and services are sold annually by direct mail, of which the total major catalog industry provides only 6 per cent or 7 per cent.
- * In the '30's the small towns and rural districts were presumed to be the primary catalog market. After World War II through the '50's there developed a great advance in selling to the urban areas. Today, large department stores, such as Marshall Field's, are doing a significant percentage of their business through catalogs.

The advantage to the customer is, of course, the elimination of time and effort necessary for shopping.

Merchandise purchased in quantities by the larger houses may offer some savings.

- * The larger mail order houses offer some protection to the consumer because they test their merchandise before it is placed in a catalog.

The disadvantages are obvious in that buying from a picture and a written description may cause the purchaser to be unhappy with the actual article and merchandise must be selected far in advance.

- * General catalog houses during December, for example, are working on catalogs which will appear the following fall.

The movement to serve many needs under one roof is growing.

- * As early as 1954 the Supermarket Institute estimated that in grocery stores the non-food percentage of total super market volume was 3.5 per cent.
- * The increase in one-stop shopping, which enables the shopper to pick up all his needs in one store is not a new trend. It traces back to the department store. Since World War II, however, there has been a decided increase in this trend.
- * A store in the suburbs may consist of more than one department under the same roof. Many of the departments within one big store may be leased.
- * There is some prediction among retailers that one way to compete with the discount houses is to allow the manufacturer to lease and sell directly from these departments.

The door-to-door salesman is not likely to increase his sale of fabrics and garments because these products need less personal demonstration.

- * The cost of door-to-door distribution is usually much higher than that of the retail store. As a result it is unlikely that the customer will save money on the product.
- * Although there are many reliable companies selling on the door-to-door plan, there is less control over misrepresentation than in most retail selling.
- * The novelty item with a high margin of profit has traditionally been one of the more successfully distributed items in this selling method.

The small specialty shop offers the customer more in services, as a general rule, than any other method of shopping. In return the prices may well be higher as the volume of trade is smaller.

- * Department stores are tending to build toward the appearance and appeal of the small specialty shop by dividing their stores into sections which sell only one type of clothing.
- * We see the "junior" department often separated from "misses" dress by pillars or even a swinging door to give the effect of a smaller store. Most of the newer department stores have been built to give the appearance of a series of connecting rooms. Often only one department is housed within each room.

The growth of discount houses selling clothing has been unusually rapid in the last ten years.

- * Women's Wear Daily discusses the rapid expansion of the more successful ones in many of its current issues. For example, on May 31st they cite the plans of the Shopper's Fair discounters for opening eleven new stores. Geographically, they are to cover Illinois, Indiana, Michigan, Ohio, Alabama, and New York. Completion of these eleven stores will bring the Shopper's Fair chain up to 38 stores. The firm expects its expansion program in 1962 to bring the chain to 55 stores by the end of next year.
- * Discounting has taken many forms. It may consist of a chain of stores banded together in order to buy more efficiently. Or, it may consist of the smaller firm which eliminates many of the recognized services of the regular store in order to sell at a lower price.
- * One of the largest and oldest of bargain centers in the country is Klein's of New York City. They have for many years eliminated salespeople and allowed the customer to select garments from racks that are clearly marked as to size and price. They have established the system of a counter at each door where the purchased articles are wrapped and paid for. The volume of their operation is so large that they have been able to commission fashions directly from the manufacturer. Within the last few years they have gone into high fashion at bargain prices, even sending their buyers to the haute couture opening in Paris and Italy. As a consequence of offering high fashion at bargain prices and in quantity, they can operate on a profit margin of 1.3 per cent--less than many of the large chain stores.
- * Woolworth's, among others, has announced plans to enter the discount operation.
- * There are many marketing experts who believe that the speed with which discount houses are opening plus their rapid expansion will increase the competition and will force the usual markup of merchandise lower. Indications are, also, that the quality may rise, and a few have already made efforts to introduce their own label.
- * To date, department stores continue to carry goods in greater variety, particularly more sizes and more styles, as well as to offer greater service to the customer. They are inclined to rely less on distressed goods.

In order to buy successfully in a discount house, the consumer should be well informed on how to choose a well-constructed garment of suitable fabric because she can expect less help in making her selection and, if the garment is unsatisfactory, returns may be more difficult.

Consumption of Clothing

Some of the concepts that appear to have a reasonable promise of remaining true in the foreseeable future are underlined. The starred facts support each basic concept.

Consumption in general

Because money and consumer goods are far more abundant than 25 years ago, our buying has rocketed to extremes of luxuriousness.

* Consumers Union tells us:

Our income is 60% above 1936

In 1936	In 1961
33% owned electric refrig.	98%
00% freezers	20%
00% clothes dryers	20%

- * Because more people are moving into high income brackets, they are spending more on clothing to meet their new standards.
- * Because of increased amount of leisure time, there is great increase in sports wear.
- * Clothing expenditures for men are increasing at a faster rate than for women in order to meet standards of new income levels.
- * The higher the income, the less time people take to do their own clothing services, as alterations, mending, cleaning.

Public services are in financial trouble now because their value has been underestimated and misunderstood moneywise.

- * From Galbraith's The Affluent Society we find that our health and safety are being jeopardized by the improper balance existing between producer goods and public services available.

If we would understand that properly used taxes pay for the public services important to the health and safety needed for happiness, such services might receive a higher priority.

- * The Journal of Home Economics, February, 1961, "The Consumer in an Affluent Society," points out that today's consumer needs to evaluate public management of money to determine adequacy of taxes.

Using money to satisfy low priority needs may not be a satisfying experience.

- * Facts from Fig Leaf by Eve Merriam indicate that a few years ago one supermarket stocked three shades of make-up. Today it stocks 32. Seventy per cent of the cosmetic industry is based on new products good for little else than flattening the pocketbook.

Due to the tremendous volume of products manufactured, the producer needs to create a market where none exists.

- * Merriam also states that fashion appeal leads many women into the make-believe that they, too, go cocktailing and dancing daily.

Teen-age consumption

The teen-ager is a powerful consumer on today's market, for what he buys this year is out of date and outgrown by next year.

Because of the need for social acceptance, the teen-ager spends the most money from his personal income on clothing.

Families with teen-agers spend the most money on clothing for a teen-age girl.

- * A family of four with an income of \$300 to \$400 a month spends, according to current investigations, about 15 per cent of the total income on clothing. Of this total, a 16-year-old girl would spend 32 per cent, the mother 31 per cent, the father 27 per cent, the 12-year-old child 17 per cent, the eight-year-old child 15 per cent, and the four year old 10 per cent.
- * The category of greatest spending from personal money of high school students is for clothing, although the amount spent for the entire family may be relatively low.

Due to early formed concepts of money management, teen-agers prefer to buy on impulse, rely upon opinion, and ignore the idea of affecting society by their buying habits.

- * "The teen-ager fails to think of herself as an on-coming consumer influencing society by careless buying habits."
(From Illinois Teacher, Vol. III, No. 2.)

The teen-age girl becomes a target for promoters because she is either earning money or has an allowance which has no immediate commitments.

- * Largest cosmetic users are those under 25, including teen-agers.

- * "Adolescent problems and needs make teen-agers from 13 to 20 a unique buying group." ...Wolff's What Makes Women Buy.

Because of extravagant and thoughtless spending habits already established, a real sense of values may need to be learned by teen-agers.

- * Teen-agers spend 9 per cent of their income on sports, 16 per cent on snacks; they own record players, TV sets, and cameras paid for by themselves. They spend freely on snacks due to irregular habits of eating. (From Illinois Teacher, Vol. III, No. 2.)

When the teen-ager buys poor quality, it means more consumer dollars will be used for items that wear out quickly and must be replaced.

- * Clothing is the third largest expenditure of the family but this expenditure tends to be erratic and difficult to budget.
- * A budget for a family of four which includes the expenses of all the family members and covers not only the cost for new purchases but also drycleaning, pressing and repairs can be charted as follows:

Income	\$2,500	\$4,500	\$6,500	\$12,500
Clothing expenditures	8% to 12%	9% to 13%	9% to 15%	9% to 15%

A teen-ager can better understand her own use of money if she discovers its use in the family.

- * The family income is spent for rent, food, clothing, operating expenses, taxes, insurance, and special needs.

The family spending needs and plans can help the teen-agers know their share of income.

- * Family councils are helpful in making cooperative decisions.

One of the current problems in consumption

The clothing and textile market today is being supplied with a great many imported goods.

- * There has been a great deal of controversy about the low-cost imported goods. Many textile and clothing producers claim the low-cost imports are hurting the market and thus our country.

Students should develop some understanding of the problems involved in importing goods.

- * Students should begin to look at articles without prejudice because of a label stating the article is imported.
- * The imported label is no indication of the quality of any item.
- * The imported label has somewhat of a "snob appeal" if made in France. To the same people the picture completely changes if the label reads "imported from Japan."

Due to the quality and low cost, Japanese goods have begun to gain acceptance in this country.

- * Japan now controls 30 per cent of our blouse market and 20 per cent of the velveteen and gingham market.
- * Hong Kong has also entered our clothing and textile market. From Hong Kong we receive 26 per cent of our total imports. In 1960 14.9 per cent of the imported blouses, 9.5 per cent of the imported brassieres, 9.1 per cent of the imported shorts, slacks, and trousers came from Hong Kong.

As Japanese one-dollar blouses became popular, other imported goods of the same price range were introduced and also became popular.

- * In 1954 a handful of American importers found that Japanese blouses could be sold for as little as a dollar in this country. Japanese dollar blouses undersold domestic blouses as much as two dollars.
- * After the blouses were introduced to this country other goods were also imported. It was found that from Hong Kong the U.S. could also obtain inexpensive imported goods. One importer established a very successful business in men's suits. For a \$75.00 silk suit the importer pays a tailor in Hong Kong \$42.00. The air freight charge is \$5.50. A salesman gets \$16.00 as his commission. The importer's profit is \$11.50.

Because imported goods could undersell domestic goods, manufacturers and labor leaders went to Washington asking for higher tariffs and lower quotas.

- * States which depend greatly on the textile and clothing industry looked for measures they might use to discourage the sale of inexpensive imported goods. Alabama, South Carolina, and Mississippi have laws that state if Japanese goods are sold a sign must be posted, "Japanese textiles sold here," or the store must pay a \$25.00 fine.

The majority of economists feel that free trade is a better policy for the country as a whole than high tariffs and low quotas because it would result in an international division of labor.

- * Samuelson, the author of Economics: an Introductory Analysis, a widely accepted economics textbook, states that trade which is not restricted promotes a mutually profitable international division of labor, thus the possibility for all countries to have a higher national product and a higher standard of living.
- * When studying Japan, one finds that, as Japan's exports have increased, a higher standard of living has resulted.
- * Tariffs increase the price the consumer must pay for goods. Free trade will help everyone a little, Samuelson states, while tariffs and quotas will help a few people a lot.
- * Samuelson states that tariffs and quotas protect the people and industries that are relatively inefficient.

Low labor costs make it possible for other nations to produce goods at a lower cost than the United States can, and as a result American industry and labor prefer protective measures.

- * One manufacturer states, "Give us competition in quality, in style, and in merchandising, and we can lick them. But we can't compete with sweat-shop labor." Textile and clothing industry workers in the U.S. get paid about 10 times more than their foreign counterparts.
- * Because of the government controls that operate in our country, manufacturers in foreign countries are able to buy American cotton for six cents a pound less than U.S. manufacturers.
- * Another reason that foreign countries and the U.S. are not competing on an equal basis is that the U.S. government helped to build and equip the textile and clothing industries in many countries. The manufacturers in this country feel that this was most unfair.
- * The increased number of goods that has been imported to this country has caused unemployment. From 1953 to 1957, 87 Southern textile mills have been closed. Approximately 35,000 textile workers have been put out of work.

If the U.S. stops buying imported goods, its sale of raw materials will be reduced because many countries use our raw materials for their exports to our country.

Political factors as well as economic factors must be taken into consideration when decisions are being made concerning restrictions on trade.

- * Economic welfare is not the sole goal of life. The political consideration must also be taken into account.
- * The import situation is deeply involved with our foreign policy. We want our allies to be truly friendly, economically strong, and politically stable. Many of these countries depend on their exports.
- * Japan must sell merchandise abroad, and she lacks raw materials which must be obtained. With a population of some 90 million, one might say that she has only labor to export. The more labor content a product has, the more it pays Japan's domestic bills for foods, raw materials, and other imports.
- * In the case of Japan and Italy we first helped them get started in the textile and clothing industry. We advised them to make textiles and clothing and to export to us. A moral issue is involved here.
- * Another point to be made is that many countries will sell their products to Communist countries if we are not interested.
- * High tariffs and low quotas are quite harmful to our popularity and reputation abroad.

High tariffs and low quotas may be justified when national defense is involved because it is most desirable that we be self-sufficient in the time of war.

- * Another side to consider is national defense. It is necessary to become somewhat self-sufficient at great cost, due to the possibility of war. Some people feel that it is necessary that our manufacturers of textiles and clothing continue to operate even if we have to pay a high tariff on imported goods.
- * The economist looks at the import problems in terms of the long-run. To him the manufacturer's arguments are merely rationalizations. In all fairness we must also consider the side of the U.S. manufacturer.

The import problem is of a current nature; therefore, the President and Congress are actively involved in working out solutions.

- * On May 2, 1961 President Kennedy offered a seven-point major program of adjustment assistance to strengthen the textile industry against competition from abroad.

1. He ordered the Department of Commerce to expand its research program for new products, processes, and markets.
2. He directed the Treasury Department to review the depreciation allowance on textile machinery.
3. He told the Small Business Administration to help industry with financing modern equipment.
4. He instructed the Department of Agriculture to make recommendations for eliminating or off-setting the cost of the U.S. mills of the differences in cotton costs between domestic and overseas textile producers.
5. He directed the State Department to seek an early conference of the major textile importing and exporting nations with a view to an agreement on some voluntary limit to textile imports to this country. This conference was held in Geneva, Switzerland from July 17 to 21, 1961, and new quotas were accepted.
6. He invited the textile industry to petition for relief under the Reciprocal Trade Act.
7. He promised a program of federal aid for industries threatened or injured by imports.

Construction versus purchase of ready-to-wear

Fabrics produced in this country are increasingly going into ready-to-wear garments.

- * The latest figures show that 95 per cent of the total production of apparel fabrics goes into ready-to-wear, leaving only 5 per cent for home sewing.
- * Money savings are greatest in home sewing requiring the most skill, such as suits, but less than 4 per cent ever try to make a suit.
- * Technological advances in textiles are demanding of home sewers superior equipment, different techniques and supplies.

Today's home sewers are atypical of students in homemaking classes.

- * Currently the home sewer is a young married (85%), lives in a home she owns (80%), enjoys an income higher than the national average (77%), resides in a city (70%), is well educated (54% attended college), and sews as a creative use of leisure time.
- * A recent survey of high school girls in New Mexico showed that any garments made were those constructed in homemaking classes. Very few sewed outside of class for themselves or others, yet only 5 per cent lacked sewing machines in their homes.

Behavioral Sciences Applied to Clothing

Psychology of clothing

Because clothes are often the first things we notice about a person, we are inclined to judge people by the clothing they wear.

- * At a glance one can tell something of a person's sex, occupation, nationality, and social standing by the clothes he is wearing.

Clothes are a form of art, and they can be used as a means of self-expression.

- * Art may be defined as a way of expressing ideas. Clothing is a medium. Man has an urge to make clothing a thing of beauty. Clothing has material, form, line and color which lends itself to the creation of design.

Clothing is very important because clothes are closely related to beauty.

- * When a design is selected, it is hoped it will help to create an illusion of beauty when the person wears the garment.
- * What is considered beautiful changes from time to time.

Clothes are used as an expression of personality and, in reality, are one's "second skin."

- * Clothes have the ability to create a mental atmosphere.
- * People do not try to select clothes that are in conflict or different from their personality, but ones that will enrich the personality.
- * A change of dress often gives the wearer a feeling of a change in personality.
- * Since many people wish to express their individuality, they often wear clothes that have a distinctive character.
- * Most women have become so clothes conscious that they do not want to be a replica of another person.
- * Many people find an outlet for their creativity through the selection or making of clothing.

Special kinds of behavior can be influenced by wearing certain kinds of clothes.

- * Soldiers feel braver, policemen more courageous, and boy scouts more adventurous when dressed in their uniforms.
- * Zoot suits often give the wearers a feeling of superiority. Often the person wearing a zoot suit acts like a hoodlum.
- * Members of the Ku Klux Klan behave quite differently in their ordinary clothes than when they are masked. As soon as the members put on their masks, they lose their identity.
- * Often teen-agers make protests against the authority of parents and school by wearing outlandish clothes. Captain Clifford G. Baily, Chief of the Minneapolis Crime Prevention Bureau states that, "Teen-age troublemakers are often those who set themselves apart by their dress and then try to live up to their looks."
- * Decorative evening clothes help the individual escape from the routine daily living to more unreal but glamorous situations.
- * Most people have the tendency to fit the approximate clothing to the obligations of the job.

Clothing is often a device used to obtain a feeling of prestige.

- * It has been said that the race for social supremacy is so great that each individual is constantly trying to out-do his neighbor.
- * H. Garrett in his book, Psychology, states prestige is gained from having a larger or more expensive display than someone else. Some people collect expensive china, others collect art treasures, still others collect expensive clothing.
- * Through fashion men and women attempt to achieve and maintain the goal of social approval.
- * Clothing is often an attempt to gain a feeling of inner security.
- * Clothes play a part in creating the reputation of a person. Some wear clothes which they feel will help to create a favorable impression; perhaps a French label will do the trick.
- * Clothes are a way of attracting attention. By wearing clothes that are different, a person is able to draw attention to himself.
- * The need for a change or something new in the wardrobe is felt because the wearer no longer "sees" or is aware of his old clothes, as was the case when they were new, and they no longer contribute to his feeling of superiority.

When people wish to conform, they often wear similar clothes.

- * Children especially have a desire to be dressed like their peers.
- * Nor do their parents want to dress too differently from other adults.
- * To be out-of-style is something that must be avoided, in the opinion of many people.

Because people on the whole desire new sensations and new adventures, new clothing ideas are readily accepted.

- * It has been reported that need for change is one of the most important factors in the phenomenon of fashion.
- * It has also been said that we tire of clothing more quickly than of many other things.
- * One reason for the large sale of accessories is because people who cannot afford a new garment can still have a change with a new scarf or beads.

Since clothing is psychological protection as well as physical protection, clothes are worn in different ways.

- * It has been said that clothing may give the psychological protection one needs to live in an unfriendly world.
- * If one is among unfriendly and unsympathetic people and if one feels that he is superior to these people as well as having nothing in common with them, one tends to draw his clothes tightly around him, as if the clothes will protect from the people.
- * If a person is happy and free, his clothes will be loose.
- * People are inclined to fear ridicule if they do not wear appropriate clothing.

Clothing as a means of achieving a sense of well-being

If we are physically well and are comfortably dressed, we have a better chance to enjoy life.

- * One of the secrets of the charm of any girl is to be dressed in such a satisfying manner that she can forget herself and be really interested in others.
- * If we have a comfortable feeling of satisfaction about the way we are dressed, we are more likely to be a friendlier and more successful person.

One should be well-dressed, because it creates a feeling of confidence.

- * Herbert Spencer remarked that the consciousness of being well-dressed may bestow a "peace such as religion can't give."
- * Success and clothing are closely related. It has been said, "If you feel right, you can get good results." This could be interpreted to mean, if one is well-dressed, success is more likely to be obtained.

We must realize we cannot all be as physically well or as satisfied as we might wish, but we are all improvable if we will use the methods at our disposal.

- * It is noticeable, in an unattractive way, to go sloshing about in flimsy slippers through rain or snow. Endangering one's health merely results in an unattractive appearance which can be avoided by wearing smart protective clothing.
- * Casual types of dress-up clothes are always more satisfying than being over dressed.
- * The more mature we are, the less we want to be over dressed. We learn it is more sophisticated to be dressed appropriately for the occasion.
- * Low heels are appropriate for dress up days and for dances--and cause far less damage to feet and general health, both mental and physical.

In order to appreciate the importance of dress, we need to discover how we feel about the clothes we wear.

- * Since conditioning is the reason for much of our action, it affects clothing, too.
- * We select some of our clothes not because they really suit our personality or are becoming, but because we have been conditioned to think that is what we must have. A person may always wear blue, because the person has been told that blue is his best color. Another person might never wear purple, thinking it is just for older people.
- * Conflicts between a need for adult approval and peer acceptance cannot be ignored if improved methods of clothing selection are to influence the physical and mental health of the teen-ager.

By studying the dress of different periods, one can understand the political, economic, and social mores of that time.

- * Anatole France stated that if he was allowed to look into all the books published a century after his death, he would choose a fashion journal as the best source of information about the world.
- * One can tell with a high degree of accuracy the characteristic ideas and events of the time through the dress of the people. The political and moral conditions of a nation, attitude toward sex, treatment of children, position of the church, and the presence or absence of war are clearly reflected in the dress of the time.
- * Flugel stated in his book, The Psychology of Clothes, that fashion shifts its emphasis from one part of the body to another with the change of the prevailing mood of the period.
- * In the Middle Ages when modesty was all important, the parts of the body, which at other times might be considered the physically attractive, were played down in dress. At one time, for example, a corset was developed to conceal the bust.
- * Since the Renaissance the bosom has been important, but there have been other centers of interest. The abdomen was given special importance during the Middle Ages and Renaissance when pregnant women were idealized.
- * After some crisis in history, fashions have been designed to exhibit the body by extremes, such as low bodices and very short slit skirts. After the French revolution and after World War I, there was a time of exaggerated display of the body.
- * It is interesting to note how the leaders influenced fashion. If they were dignified, fashions were dignified. For example. Queen Elizabeth of England and Catherine de Medicis of France were dignified and so were the fashions of the time. Marie Antoinette was frivolous and so were the fashions.
- * In time of war the clothes are adapted to meet the situation. Drab colors, mannish tailoring, and exaggerated shoulder pads were worn by women during World War II because they were doing the jobs ordinarily held by men.
- * Clothing often is affected by physical changes of persons. These vary with individuals and with different ages. Some women at the menopause, for example, tend to withdraw and lose interest in their appearance while others go all out for clothing, using it as a release from tension, and nervousness, according to Tate and Glisson's Family Clothing.

- * Democracy has influenced our way of dress until there is relatively little class distinction in our dress.
- * Our production system has made it possible for the lower income groups to wear attractively designed clothes.
- * In our century there are many changes which have influenced what people wear. Today our houses are well heated, city streets are paved, transportation is rapid, new fibers have been developed, and many more changes have occurred, all of which have left their influence on the clothing we wear.

When there is little change in customs, there is apt to be little change in the style of dress.

- * In the East where civilization has remained constant for centuries, fashions have remained comparatively stable.
- * In our own country, there has been a constant mingling of nationalities, and fashions have very frequently changed.
- * It is also interesting to note in a small community where the population rarely changes except for a new generation, fashion may not be nearly as important. Everyone knows everyone else's business. Fashion cannot be used as a prestige device. In larger communities where the population fluctuates, fashion is inclined to be considered important.

One of the reasons clothing is worn may be to attract the opposite sex.

- * There seems to be a debate in much of the literature concerning the degree that the attraction of the opposite sex plays a part. Elizabeth Hawes does not feel that the main reason for wearing clothes is to attract the attention of the opposite sex. She feels a much larger amount is to arouse the envy or comment in other women. It has been said that fashion is largely a battle within the sexes instead of between the sexes.
- * Today the clothes tend to accentuate rather than to conceal the differences between the sexes. Clothes that conceal the body may create a greater stimulus than those that reveal.

People in prestige positions are most likely to start fashion.

- * The leaders of a country, whether a monarchy or a democracy, play an important role in determining fashion.
- * The upper classes and other prestige persons also influence fashion. As soon as they feel their exclusiveness is being encroached upon, change occurs.

The Consumer Looks at Credit

Credit, in terms of the consumer world, is the plan of purchasing any goods or service for immediate use and paying for it at a later date by small monthly, weekly, or quarterly payments.

Most of us are incapable of shopping wisely for credit because it is difficult to learn how much extra it costs us to borrow money.

- * Two studies, one at the University of Illinois in 1953 and one at the University of Michigan in 1959, have proven conclusively that we as consumers do not know the actual yearly rates of interest or carrying charges on our purchases.

• The role of credit in our economy

Debt is not wrong because our economic well-being in the United States depends upon it.

- * According to Hillel Black, in Buy Now, Pay Later, if Americans were no longer allowed to buy cars on time, there would be a 50 per cent reduction in the number of cars manufactured; America then would produce 8 per cent less steel, 24 per cent less malleable iron, 21 per cent less lead, 15 per cent less zinc, 10 per cent less nickel and 31 per cent less synthetic rubber. In terms of jobs, elimination of credit could mean unemployment for 370,000 wage earners who make motor vehicles and parts.

- * Without credit buying, America could not grow.

Credit expands the supply of money in circulation and, as a result, offers many advantages.

- * Credit acts as a medium of exchange just as cash.
- * Credit provides capital for enterprisers.
- * Credit helps to raise the material level of family living.
- * Credit used unwisely and overextended has at times worked to the disadvantage of the consumer, business, and the nation.
- * Using credit wisely helps to establish moral and ethical values and a confidence in others.

Types of credit

Because credit is widely used in our United States today, it is important to understand the types of credit of our business world and how these operate.

- * Charge accounts
- * Revolving charge accounts
- * Installment buying
- * Small loans (not house mortgages)

Charge accounts are used in department stores, grocery stores, and drug stores in order for the customer to have the goods immediately, to be able to return the goods easily if not satisfied (if it is not a sale item), and to eliminate much check writing or carrying of money.

- * As a result of these services the stores may charge higher prices for their goods.
- * It is generally assumed that the charge accounts will be paid up each month, though in some areas--for instance, where farm customers sell their crops only once or twice a year--longer periods may be used.

Charge accounts are scarcely more than "gentlemen's agreements," depending almost entirely on the store's confidence in the customer, and it follows that the honorable person will keep his credit good. A carrying charge may be made.

Revolving charge accounts are new in the department stores and are used to safeguard the stores from having people charge too much so that they cannot keep up with the payment of the accounts.

- * The maximum amount that may be owed the store at any one time is determined at the time the account is opened by the consumer and the store.
- * The amount agreed upon depends on the consumer's income, and his purchases may never exceed that amount.
- * Each month a certain portion of the total amount is due and must be paid to keep the account in good standing.
- * The usual interest rate or "carrying charge" is about 1 1/2 per cent per month on the unpaid balance. Since the true annual rate is twelve times the quoted monthly rate, this can be roughly 18 per cent. We should recognize that "easy" credit is not really easy.

Installment buying is used in order for families to buy large, expensive equipment which are considered everyday necessities in our modern living.

- * Earliest evidence of installment credit appeared shortly after 1800, in the furniture field. However, it was not until after World War I when the automotive industry began its tremendous expansion that installment credit began to assume the proportions we know today.

- * By 1948, 9 per cent of the total retail selling in the United States was done on an installment basis.
- * Automobiles, television sets, stoves, freezers, and refrigerators are examples of things purchased on time.
- * It involves a formal contract, usually providing that the buyer makes a down payment, then pays a set amount each week or month.
- * The contract generally runs for from three months to several years.
- * While the buyer has the right to use the article while paying for it, he may not hold title (actually own the goods) until the payments are completed.
- * A finance charge and possible other special charges are usually added.
- * The consumer should ask himself when considering an installment purchase these questions:

How much will it cost me above the cash price of the goods?

Is credit worth the added cost to me?

If I must have this credit, can I get it more cheaply and satisfactorily in some other way?

- * An example of the way installment plans work:

You want to purchase an outboard motor costing \$150. Dealer says credit terms are \$30 down and rest paid in 12 monthly payments. Each installment to be \$10 toward the principal still owing plus interest payment equal to 6 per cent on the unpaid balance. \$150 minus \$30 equals \$120 (the amount left to be paid). At end of first month your first installment must be paid. It will be \$10 toward the principal plus the interest charge. Six per cent interest for one month on the \$120 owing is 60¢. (120 times .06 times 1/12.) The first payment will therefore be \$10.60. At end of the second month you will pay the usual \$10 on principal plus 6 per cent for one month on the unpaid balance, now reduced to \$110. The interest is 55 cents (110 times .06 times 1/12). The second payment will total \$10.55.

Small loans are made by loan or finance companies to people because they wish to purchase large pieces of equipment or pay off all small installment debts or for emergencies.

- * These finance companies in Illinois may, by law, loan any sum of money not to exceed \$800. and may charge interest at the rate of:

3% per month on that part of the unpaid principal balance not exceeding \$150.

2% per month on any part thereof exceeding \$150. and not exceeding \$300.

1% per month on any part thereof exceeding \$300.

Cost of credit

People using consumer credit are not aware of the amount of interest they pay, and they lose money; therefore we must learn how to figure the "true annual interest" rate that we would be paying on installment purchases, department store credit purchases, and small loan company contracts.

- * Department store credit ordinarily provides credit at the rate of 1 1/2 per cent per month which works out about 18 per cent per year.
- * Financing of an automobile will cost the consumer at least 12 per cent. Often it is very much more.
- * Small loans charge 2 to 3 per cent per month and actually receive 24 to 36 per cent per year. The "add-on" or "discount" method makes the rate of interest nearly double what the borrower believes he is paying.

The cost and risk of credit should be analyzed so that one can be sure the benefits are equal to the cost and risk involved.

The constant ratio formula is one of the easiest ways of calculating the annual interest rate. The true annual interest rate is the actual cost of credit, and the consumer must know this in order to estimate what it really is costing him to borrow money or buy goods on the installment plan.

- * This is the formula: $r = \frac{2pc}{A(n+1)}$

r=the annual interest rate

p=number of payments in one year exclusive of the down payment

c=the interest or finance charge in dollars

A=the amount borrowed

n=the number of equal installment payments in the whole contract period exclusive of the down payment

- * Or you might consider the table presented to the people of California by that state's Consumer Counsel. Here is what they say you pay for credit if it is added to the purchase price and the total is repaid in 12 equal installments:

When the seller says it will cost you	You actually pay in true annual interest
4% per year	7.3%
6% per year	10.9%
8% per year	14.5%
10% per year	18.0%
1% per month	21.5%

- * If it is charged only on the unpaid balance:

When they say	You really pay in true annual interest
3/4 of 1% per month	9.0%
5/6 of 1% per month	10.0%
1% per month	12.0%
1 1/4% per month	15.0%
1 1/2% per month	18.0%
2 1/2% per month	30.0%

Advantages of credit to the consumer

Credit is wise to have and to use providing consumers do not overdo this privilege.

- * It lets you use goods while you pay for them.
- * It raises the standard of living. Lots of people never would save enough money to buy a car or a piano or even a radio all in one cash payment, but on credit plans they do get these things. That is good for them and good for national prosperity.
- * It encourages thrift. Many people do not know how to save. If they have a \$10. bill, they spend it. But if they are under contract to make payments, they manage to make them.

A good credit rating can be a valuable asset and should be protected in order to be usable at all times.

- * Credit Bureaus have been established to help a merchant find out whether or not you are a good risk. Such a bureau will consider you in the light of the "3 C's":

Capital - net worth--your assets, home bonds, automobile, furniture, etc., minus liabilities--mortgages, notes, unpaid bills.

Capacity - your income or earning power.

Character - whether or not you meet your obligations.

Wise credit buying may offer savings in time and money.

- * Buying on credit often results in being able to return the merchandise more easily, if it proves unsatisfactory, because no cash refund is necessary.
- * Credit buying may be both time saving and faster than writing a check if credit is already established.
- * Money may be saved over a period of time by buying on credit because most stores send notices of special sales to their charge account customers before advertising the sale for the general public.
- * Buying on credit may be more convenient because it is unnecessary to carry so much cash.
- * Credit may help maintain a written record of purchases because most stores send written statements of individual expenditures to their customers.

Disadvantages of credit

Credit is not wise if consumer overdoes the privilege.

- * It reduces a person's total buying power and thus lowers his standard of living. It may not matter as an occasional thing, but if he habitually pays in installments, he will regularly pay 10 to 20 per cent more for his goods; that eats into his budget.
- * If something happens to reduce or cut off his income, he may lose the goods plus much of the money already put into them; with his credit stretched to the limit, he may not be able to get more when he needs it most.
- * It destroys habits of thrift. One should learn to plan and save toward a goal.

Credit may be abused because it may tempt the customer to overbuy.

- * Credit buying has expanded enormously in the last ten years-- a 200 per cent increase over the past ten years.
- * One hundred million Americans are now participating in a "buy now-pay later binge." Americans must work two months out of twelve to re-imburse their creditors.
- * In 1959, 89,000 families failed financially.
- * "Never have so many owed so much."

- * The rates for credit go up as earnings decrease. The poor consumer must pay the highest finance charges for the privilege of buying on time.

Credit for teen-agers is being expanded in spite of the real difficulties involved.

- * Credit for teen-agers is usually limited to \$25 - \$50 in charge accounts. A few have a high limit of \$100.
- * If the teen-ager abuses his credit the merchant cannot force him to pay in most states. The age limit at which he is held to be responsible is twenty-one.
- * The merchant can repossess the merchandise, but the teen-ager is not responsible if the merchandise has been worn.
- * Embarrassment of the teen-ager and his family is the weapon most often used by merchants.

"Shop around for credit" is a cardinal rule for the consumer.

- * Rates for credit vary widely.
- * Credit Unions offer one method of borrowing at low interest rates.

Helps for the consumer

So far there is some protection for the consumer from the Federal Trade Commission, but this applies only to interstate sales. But, since most sales are intra-state, buyers as yet have no protection within the state.

- * A bill (S. 2755) proposed by Senator Paul H. Douglas will be reintroduced into the 1961-1962 session of Congress. This measure would make it mandatory for all sellers of credit to inform the buyer of the cost of the finance charges in dollars and cents in terms of simple annual interest.
- * A new book, Buy Now, Pay Later, by Hillel Black is one of the most easily read and clearest explanations of credit for the layman. It is essentially a report of the hearings held on the consumer credit labeling bill (S. 2755) and offers factual information on the abuses of credit by the consumer as well as the unethical practices of loan sharks or "debt merchants."

Members of Congress, under great pressure from most retailers and manufacturers, require indications of active interest from citizens, individually and collectively, and urgent demands for consumer-information legislation to cope with these business pressures.

The Consumer Goes Shopping

Caveat emptor, the old cry used for centuries that means, "let the buyer beware," is, unfortunately, still needed to warn the consumer today. On the other hand, buying must not be taught in such a way that students draw the erroneous conclusion that all merchants are dishonest.

Advertising

To use advertising intelligently one should carefully weigh the facts given because the motive of the advertiser is to sell.

- * Advertising is written for two purposes--to inform and to sell. It makes things look attractive, but you cannot always judge the quality of the garments by studying an advertisement. Look for standard brand names. Look for the facts--price, size, color, material, quality.
- * Take a good look at advertisements. Beware of tricks. Trickery involves the half-truth or the half-promise. For example, consider the word "guarantee." Who guarantees the item? For what or against what? For how long?
- * The word "free" usually has some string attached--that other item you have to buy, or a minimum amount of purchases. So it is not free at all.
- * Be alert to bait advertisements. The Federal Trade Commission describes bait advertising as "the practice of offering at a spectacularly low price a product or a service the seller is determined not to sell if he can possibly avoid it."
- * Bait advertisements are designed to get you to the store so that the advertiser can sell you a more costly item. They are used extensively in selling sewing machines, vacuum cleaners, furniture, etc.
- * According to the Federal Trade Commission, you can be certain an advertisement is a bait advertisement if:
 - The product is offered at a startlingly low price;
 - The salesman is reluctant to show the advertised product;
 - The salesman disparages the advertised item and tries to sell you a more expensive one.
 - The salesman tells you he has only a floor sample, and can get new stock at the advertised price only after a long delay.
 - You are told the item was sold out in a very short time, and you are asked to look at 'something better.'

Several magazines offer approval of advertising through testing procedures; consumers should consider and evaluate this recognition.

- * Several magazines maintain testing laboratories or employ independent testing agencies to examine products submitted for advertising; they give a stamp of approval to superior goods.
- * At present the most elaborate program seems to be that carried on by the Consumer Service Bureau of Parents' Magazine. Maintaining no laboratory of its own, it has its testing done by independent commercial laboratories and by objective consumer advisers, to whom goods are sent for tests in use. After an article has passed the tests and its makers have signed an agreement to hold quality at the level of the samples tested, Parents' Magazine grants the use of its seal of commendation.
- * Good Housekeeping established the Good Housekeeping Institute to test products offered for advertising in its pages. But, because of the expense of testing all products, it has discontinued this service to the consumer. The magazine still investigates each product that is advertised, however, and each issue carries this pledge: "Good Housekeeping has satisfied itself that all products and services advertised in this issue of the magazine are good products and services. If any product or any service is not as advertised herein, it will, upon request and verification of complaint, be replaced or the money paid therefor refunded."
- * Every high-grade publication has some system of screening out advertising that it thinks undesirable. It must, for any magazine that opened its pages to every advertisement offered to it would soon lose the respect of its readers and the accounts of its best advertisers.
- * The same principle applies to newspapers, radio and television. Again, standards vary greatly. But any newspaper or station that commands the respect of intelligent people is likely to turn down a great many advertisements.
- * There are independent research agencies which determine the quality of manufacturers' products and also survey the business conduct of retailers. Both the government and private organizations publish bulletins, pamphlets, and regular reports for consumer guidance.

Sales

Understanding the common terms used in retailing will help one to become a more successful shopper. Some of the common terms one should be familiar with are given on the following page.

- * Irregulars - manufactured articles with slight imperfections of some kind that are usually not noticeable. These items cannot be labeled as perfect and are often sold at a discount. Of this type, irregular hose are perhaps one of the most common items sold.
- * Seconds - items that have flaws such as a mended catch.
- * Job lots - special orders from a manufacturer. The order may or may not be of inferior quality. The manufacturer may have given the retailer an especially good price on regulars for sale purposes.
- * Broken lots - sets or lines of items that are being discontinued.
- * Markup - trade term used for the difference between cost price and selling price. Forty per cent is the usual markup on fashion articles.
- * Dog - inferior merchandise or merchandise which for some reason or other does not move. The garments may be going out of style or they may be improperly cut.
- * Damaged - indicates that the garment has been soiled or torn. The amount of the reduction will depend upon the extent of the damage. Damaged merchandise is usually marked "as is" with a word of caution concerning returns.
- * Markdowns - most often occur among style goods at the end of the season. The faster an item sells, the less markdown there is.

The shopper needs to be familiar with the merits of the various kinds of sales and to recognize that prices are usually marked down after a peak selling period.

- * Private sales - These sales are usually held several days before there is a public announcement made. The regular customers or persons with charge accounts are notified in advance of the sale. These persons are apt to find real bargains.
- * Season sales - These sales come just at the end of the season or at the beginning of the new season. These sales frequently offer good prices. The following is the complete list of seasonal sales as outlined in Clothing Selection by Chambers and Moulton:

"January: Store-wide clearance sales and substantial
markdowns on winter clothing
February: Fur sales

April: Clearance on Easter clothing
 May-June: Anniversary sales
 July: Clearance on spring and summer clothing
 August: Furs and sports clothing
 September: Back-to-school clothing clearance
 November-December: Pre-Christmas promotion."

- * Special purchase sales - The merchandise for a special purchase sale has been bought by the retailer for a special price with the savings passed on to the customer. Some special purchase sales feature good, standard quality while others have seconds and irregulars.
- * Anniversary sales - These are held by large department stores and often by the smaller places. These sales generally provide good buys as the retailer has earlier received a good price on the merchandise he has bought.
- * Close out and inventory sales - These are sometimes for the purpose of cleaning out old merchandise in order to make room for the new styles and to make inventory simpler. One must check to see that merchandise is of a recent date.
- * One-day sales - These are usually held in large cities just before a holiday. One must beware of "dogs," unusual merchandise that is thrown in with the real bargains.
- * Penny sales - For a penny over the regular price you can get two items for the price of one. Beware of inflated prices to make bargains look much better than they really are.
- * Dollar days - Items can be good buys if you have checked to see that they were well over a dollar the week before.
- * Liquidation sales and fire sales - There is seldom any new merchandise in a true liquidation or fire sale. This can be a very good time to purchase staple items, often at good reductions. Beware of those that extend their sales over a great many months or years.

Future in fabrics

The future expenditure of money for clothing will probably increase unless consumer credit continues to rise to such a level that the family clothing dollar must be earmarked for other debt.

- * Experts writing in Fortune magazine expect that by 1965 the nation's clothing outlay will be \$43 billion; by 1970,

\$50 billion. Among the factors on which the marketing studies base their predictions are:

An anticipated sizable increase in the number of middle and higher income families. Families in these groups are inclined to allocate proportionately more of their income for clothing.

Evidence of a turning away from such things as the hierarchy of automobile models as status symbols (note the increased demand for the smaller cars). Instead there is a concentration on better taste for betterment. This tendency is expressed today in the booming market for fine clothes, more tasteful home furnishings, music, art, etc.

A rise in the educational level. Statistics have shown that families with more education spend proportionately more on clothing than those with less education.

This is the sunny side of the picture when considering the probable consumption of clothing in the future. There are many factors in our present economy that could well reverse this picture and lead to a decrease in clothing expenditures. For example:

- * Consumer debt is higher today than ever before. Debt payments reduce family income which would otherwise be available for current expenditures on merchandise.
- * Economists agree that consumer credit is a good thing. But there is widespread agreement that we may well be getting too much of "a good thing."
- * American consumers are now earmarking \$13 out of every \$100 of their current cash incomes to pay installments on past purchases--and they are continuing to buy!

The interest in quality and ease-of-care in clothing will probably continue to increase.

- * Retailers have already noted the increased interest in, and demand for, quality in clothing. With one-third of the labor force now feminine and with more women entering each day, the clothing they demand will, of necessity, need to require minimum care.
- * The fashion business more than any other has encouraged impulse buying. A fashion is in and out at fantastic speed. But impulse buying is always stronger with those who have the leisure time in which to browse through the store.

With the increase in working women, it is logical to assume the demand in quality and ease of care may well increase with a decrease in shopping simply for recreation.

Style-wise and quantity-wise there may well be a revolution brewing in men's clothing.

- * For years the male members of the family heroically sacrificed their needs in clothing to the women. The president of one of the largest men's clothing wholesale firms says, "American men put the car, the house, the wife and the kids first. They put themselves last in everything, including clothing." However he admits to a jump in sales last year. He felt one of the contributing factors for this increase was the number of men who are now earning between \$5,000 and \$10,000 a year. Men have more money to up-grade their wardrobes.
- * Manufacturers of men's clothing have always looked enviously at the fashion changes in the women's market. With the advent of synthetic fibers, it became possible to promote "crease retention," lightness of weight, and many new advantages. This psychology helped to prepare the male for the acceptance of a new and broader color range. A current magazine, on taking an inventory of the average middle-class male wardrobe, noted that a majority of the items could not have been found there fifteen years earlier.

Introduction of new finishes, new treatment of yarns, and the improvement of existing fibers will furnish the consumer with many additional advantages.

- * Creative use of odors on fabric to bring a new selling influence to bear on the consumer has been developed by a French chemical and pharmaceutical firm with New York headquarters. The finish is known as "Alamask" and is used to either add a pleasant scent to the fabric or neutralize an unpleasant one. Examples that are possible: a finish for children's underwear that imparts a clean, fresh odor associated with toiletries, men's shirts with a spicy, masculine note, sheets and pillow cases with the smell of those freshly laundered and dried in the sun.
- * A new treatment for silks called "Special Permel Plus for Silks" is said to make the fabrics crease-, spot-, and stain-resistant and water-repellent. This treatment is believed to be virtually permanent through repeated washings and dry cleanings. It is also said to give finished silk materials a "bouncy" hand and a "shimmering" look.
- * Stretch yarns, long familiar to us in stockings and pants have graduated into many other uses. Spring of 1961 saw

many of the better designers using them in dresses. The new stretch fabrics, almost weightless, are appearing in velvets and in a sheer resembling georgette crepe. Some fancy brocades done on the jacquard looms are appearing in high style dresses. One very great advantage, of course, is the ease of fitting. Some retailers look forward to the day when they can buy three sizes in dresses just as they do in the stretch hosiery. Emilio Pucci, the Italian designer, predicts using stretch goods for everything from ski pants to evening gowns--and perhaps even shoes.

"Perhaps in 10 years, there will be 55,000 fibers with stretch qualities. I see an end to dressing in things rigid," he states.

- * Weightlessness seems to be the aim of the fabric manufacturers. A recent fashion show presented a wool challis dress weighing 4 1/2 ounces. A metallic fabric on the market this fall will weigh 1 1/2 ounces.
- * The 12- and 14-ounce fabrics once the rule for men's suitings have given way to year-round "mid-weight" 10-11 ounce weights and 6-6 1/2 ounce summer fabrics. Some of the spring and summer suits are so light the manufacturers are putting a heavy lining in the trouser cuffs to hold the pants down.
- * Some of the synthetic fibers are blown-up to get more coverage without adding weight. Air is "lofted" into the polyesters and acetates so the surface covered is greater than it would be without the treatment.
- * Olefin fiber fabrics are scheduled to appear in lines being prepared for Spring, 1962. Predictions are that they will be the lowest-cost minimum care, long-wearing synthetic fabrics on the market. Blends of olefins with other man-made or natural fibers seem possible. A few of the possibilities in trade marks you might look for on the market are:

Meraklon - already in commercial production in Italy, and has been used in thread, gloves, underwear, and apparel fabrics. First items on the American market are apt to be in carpets, upholstery, and blankets, followed by dress fabrics.

Prolene - said to be concentrating on rayon and Prolene blends. These are believed to have high wet strength and good abrasive resistance plus a crisp, cotton hand.

Olane - plans are for wool and Olane blends, viscose and Olane blends, and cotton and Olane blends.

Help for the consumer

Competent testing and rating agencies have made a great contribution to consumer welfare.

- * The United States Department of Agriculture offers a grading service. This Federal service may be obtained for a firm's entire product or for sample lots, the cost being born by the user of the service.
- * U.S. Testing Company's great laboratory covers a wide variety of products. Having begun in 1880 on analyses of silk, it continues to do much work on textiles. Its laboratories house pens of rabbits for testing possible irritating effects of cosmetics or foods, and incubators full of moth larvae to give the "taste test" to moth-proofed fabrics.
- * The Consumers' Research, Inc., and Consumers Union, Inc., are consumer testing organizations supported by subscription. Each has its own testing laboratory, but each also has testing done by university laboratories, the Federal food-grading services, and commercial laboratories. Each has a monthly magazine and an annual summary. The magazines of these two organizations can be obtained as follows:

Consumer Reports. 11 monthly issues, plus a large "Annual Buying Guide" distributed in December, \$6.00. Consumers' Union of U.S., Inc., 256 Washington Street, Mount Vernon, New York.

Consumers' Research Bulletin. 12 issues, \$5.00. Consumers' Research, Inc., Washington, New Jersey.

- * The Federal Trade Commission was set up by Congress to protect the businessman's competitors against unfair trade practices. The benefits to consumers were naturally great, but at the beginning they were incidental. The work of the Federal Trade Commission proceeds along three main lines.

General investigations - If there is strong suspicion that some unwholesome condition is arising, the President, or Congress, or the Department of Justice may ask the Commission to get the facts about it, or the Commission itself may take the initiative.

Cease and Desist orders - If after proper hearings, the Commission is convinced that a violation exists, it issues a Cease and Desist order, commanding that the activity be stopped. The defendant may appeal

this order to the courts, which may affirm it, modify it, or set it aside. Once the order becomes final, the defendant must abide by it or be liable to a civil penalty.

The Trade Practice Conference - The Commission may head off trouble and achieve improvements through conferences.

- * The National Association of Better Business Bureaus, Inc., was founded in 1911 as an agency to fight fraud and deception in advertising and selling and to build better relations between business and consumers. The Bureaus have been the spearhead in the drive by business to improve its own practices.

Each Better Business Bureau, although affiliated with the national association, is completely autonomous, is financed by local businessmen, and plans its work to meet local needs.

Each Bureau handles complaints. If you feel you have been cheated, either by a local business or an outsider, and you have failed to get an adjustment, ask the Bureau to help.

Labeling acts and voluntary standards offer the consumer protection and information.

The U.S. government has passed certain laws for consumer protection that can only be helpful and effective when consumers understand and make use of the information stated on labels.

- * The Wool Products Labeling Act of 1939 was limited in scope but valuable to consumers who made use of it.
- * The Textile Fiber Products Identification Act became effective in March, 1960 and covers all textile fibers except those covered by the 1939 act.
- * The L-22 American Standards Minimum Requirements for Textile Fabrics now sponsored by the National Retail Merchants Association and other interested parties offers the consumer a colored tag for identifying the care necessary for a fabric. Performance requirements for seventy-five end uses in wearing apparel and home furnishings are now available. To the average consumer, however, the color strip code will offer a quick means of selecting articles for end-use.

The Information shown on labels will be as follows:

<u>Identification</u>	<u>Letter Code for Refreshing Articles</u>	<u>Color Code Strip Recommended as Supplement to Care Instructions</u>
AS-L22-B	B-Washable at 160 F, with Bleach	Purple
AS-L22-W	W-Washable at 160 F, No Bleach	Green
AS-L22-C	C-Washable at 120 F, No Bleach	Blue
AS-L22-H	H-Washable at 105 F, No Bleach	Yellow
AS-L22-D	D-Drycleanable Only	Red

Excellence in Teaching These Concepts

John Gardner in his Excellence, Harper, 1961, \$3.95, asks: "Is excellence possible in a democracy? Does our devotion to equality condemn us to a pervasive mediocrity? How can one honestly explain or justify the slovenliness that is so often accepted as normal in our schools, in trade unions, in industry, in government--in short, everywhere in our society?"

Are we in home economics to ignore these as merely rhetorical questions in the most critical period of our nation's history? In no aspect of home economics, perhaps, is the "normal slovenliness" mentioned by Dr. Gardner more likely to prove disastrous than in our "major emphasis" on consumer buying.

The illiterate consumer must go!

We are told that economics will be the common denominator of life for the next one hundred years. Certainly in the past economics has figured largely in the history of peoples, changing their ways of life and often leading to wars as the "have-nots" tried to wrest from the "have" nations a larger share of the world's wealth.

Nowhere have these struggles had greater impact than upon home and family living. Yet, a recent doctoral dissertation seems to indicate that neither home economics teachers nor their senior and junior students in Homemaking III or IV are equipped with anything like an adequate knowledge of family economics. In contrast, the new "Scope and Sequence" for Illinois Homemaking classes clearly indicates that consumer problems must be one of the five major emphases for all teaching in the foreseeable future.

Why have schools failed to help students to deal with consumer problems?

Investigations show that only about five per cent of high school graduates in Illinois have completed a semester's course in Economics. An Economic Education Project under the leadership of teacher educators

in Social Studies has been for several years actively engaged in attempting to remedy this deplorable situation. A variety of teaching aids and up-to-date references have been produced, and some teachers have been prepared through specialized workshops to give effective instruction in this increasingly vital area.

Likewise, for the past five summers the Life Insurance Institute has sponsored a four-weeks workshop in Family Economics Security. In all, about two hundred Illinois teachers participated in these workshops at the University of Illinois. Of this number slightly over fifty were teachers of home economics--a very small percentage of all the homemaking instructors in Illinois.

As a result of present teachers' limited preparation for teaching either Economics or Consumer Problems, and students faced with the many choices developed through today's technological revolution, a "Do-It-Yourself" program seems to be necessary for instructors in Social Studies and Home Economics. To help homemaking teachers teach effectively the facts and concepts previously listed, we are offering some ideas developed in this summer's workshop from new texts and the available literature in research.

Seek pertinent information from your students

Dr. Patricia Tripple of the University of Nevada is reported to have charged her audience of high school teachers at the AHEA meeting in Cleveland this summer with "you have not altered the teaching of homemaking to help your students to prepare for the life we are living. Instead you have them looking through rose-colored glasses at the home life led by our grandmothers." The dangerous part of this indictment is that all psychologists tell us that we see things not as they are but as we are! To counteract any such tendency, let's first get some pertinent information from students.

* What do your students do?

A simple paper-and-pencil questionnaire will provide you and your students with much food for thought! Ask them to write answers to such questions as:

- What clothes do you buy? What construct? How often?
- When do you do your buying of clothes? Why?
- Where do you do your buying? Why?
- Who influences your choices? To what extent?
- How do you pay for clothing purchases? Why?

* How do your students feel?

An opinionnaire may well be more structured than an open-end questionnaire in order that value judgments sought may be more clearly defined. Here are two examples of the many items that prove illuminating, particularly to the teacher.

Direction: For each article listed on the left of the chart below write in the prices you consider high, average, and below average for your clothing.

<u>Articles of clothing</u>	<u>High price</u>	<u>Average price</u>	<u>Below average</u>
Cotton school blouse	_____	_____	_____
Winter skirt for school	_____	_____	_____
Sweater for school	_____	_____	_____
Winter coat	_____	_____	_____
Shoes	_____	_____	_____
Nylon hose	_____	_____	_____
Cotton socks	_____	_____	_____
Full-length slippers	_____	_____	_____
Etc., etc., etc.	_____	_____	_____

Direction: Assume that every pair of choices that follow will cost you exactly the same amount of money. Force yourself to decide which one you would usually prefer and place an X before that one in the blank at its left.

_____ A school sweater trimmed with sequins and pearls sewed on
 _____ A school sweater trimmed with a removable pin

_____ A winter coat of high-fashion color and style
 _____ A winter coat of conservative color and style

_____ A sock with all loops woven into a ribbed top
 _____ A sock with all loops machine stitched to a ribbed top
 Etc., etc., etc.

* What do your students know?

With fabrics and finishes, methods of manufacturing and distributing, and types of payment becoming increasingly complex, a knowledge of terminology has become of prime importance to every consumer. If the time for pre-testing such knowledge is limited, many teachers believe that vocabulary tests in matching form are especially efficient. Pre-tests can be introduced at the beginning of each section to challenge and motivate students; later these can be employed as end-tests to measure achievement.

On page 160 of the comprehensive text, Clothing Selection by Helen Chambers and Verna Moulton, J. B. Lippincott Co., 1961, \$6.95, different kinds of stores are described. A high school senior of average ability produced the following matching item from this information.

Direction: In the column at the left are descriptions of stores. In the column at the right are names given to different kinds of stores. In each blank at the left write the letter of the kind of store that is described most closely.

Descriptions of stores	Kinds of stores
<u>C</u> 1. Purchases can be made in various sections of the store	A. Boutique
<u>F</u> 2. Offers limited selection of staple articles and minor purchases	B. Closed-door discount store
<u>H</u> 3. Limited to a special kind of merchandise	C. Department store
<u>E</u> 4. Provides catalogs for easy selection	D. Chain ready-to-wear store
<u>D</u> 5. Large volume, few services	E. Mail order house
<u>L</u> 6. Provides quick pick-ups of minor items of clothing	F. Neighborhood store
<u>J</u> 7. Self-serviced purchases for most family needs	G. Sample or manufacturer's outlet
<u>A</u> 8. Offers exclusive high style in accessories and specialty items	H. Specialty shop
<u>B</u> 9. Cooperative store operated only for groups who pay membership fees	I. Discount store
<u>I</u> 10. Sells nationally advertised articles below suggested list price	J. Super market
<u>K</u> 11. Sells only fabrics and other needs of the home sewer	K. Yard goods store
<u>G</u> 12. Offers for resale high style articles that did not sell earlier	L. Drug store
	M. Super-discount store

In preparing this item the student did not slavishly follow the text. She substituted the local name of "chain ready-to-wear store" for the "popular price or volume merchandise stores" mentioned in the book. She formulated her own description of the local "yard goods store" which handled a better quality of merchandise than that described for "yard goods stores and mill stores." But when challenged by her puzzled fellow students, equally fascinated by the glamour of "boutique," to tell them more about such a store, she had to appeal to the teacher.

Similar matching items can be formulated on services offered by different kinds of stores, credit terms with their descriptive phrases, words or phrases used on displayed labels "matched" with descriptions of their meanings, names of agencies, organizations and laboratories with authentic aids which they offer to consumers. Happily the newer texts on clothing selection, textiles, consumer buying, and credit offer easily identified facts from which to compose such matching items. Students enjoy seeking out organizations of subject matter and formulating such questions with which to challenge each other's knowledge.

Behind the scenes

As you read the student-made matching item on kinds of stores, did it occur to you to wonder how the teacher knew that the necessary information was on that particular page in such a new text? No mystery about it! She had been in summer school!

But she had also been doing further homework, not only in the book, Clothing Selection, which is relatively easy reading but in Consumer Buying for Better Living by Cleo Fitzsimmons, John Wiley & Sons, Inc., 1961, \$8.50. Moreover, she was disappointed that a copy of still another reference on clothing selection was not yet available. Family Clothing by Mildred Thurow Tate and Oris Glisson, another Wiley publication, promises to have a unique organization around family life cycles and to incorporate the artistic, psychological, social and economic aspects of clothing.

Believe it or not, Miss Burton was eagerly buying personal copies of these exceptionally fine books, as well as adding them to the department's library! Running across canny old Ben Franklin's dictum that "The best investment is in the tools of one's own trade," she decided to spend a bit of her salary raise in carefully selected books and bulletins this year.

With vague but painful memories of Economics I in her mind, she was amazed to find that she was reading every chapter in Consumer Buying for Better Living with unflagging enthusiasm! A lucid style, well-chosen illustrations, and simplified statements of economic facts and principles in the first nine chapters, with specific applications to buying all kinds of goods and services in the remaining chapters, were a delight to a hesitant beginner in teaching units with a major emphasis on consumer problems. Chapter 12 on "Buying Clothing," for example, was typical of the teaching aids provided: thought provoking questions at the end of each brief section, examples of questionnaires with some results when used in surveys, charts, graphs, reproductions of labels and advertisements, and other pictures useful in the class projector, review questions and problems, and lists of recent books, pamphlets, and periodical references.

Miss Burton found her partner in the junior high school equally enthused over her students' new books. The text was a large and beautiful Teen Guide to Homemaking by Marion S. Barclay and Frances Champion, McGraw-Hill Company, Inc., 1961, \$5.84. "It just has everything in it," Mrs. Brown, exclaimed, "clear, concise subject matter, color contrasts, oodles of pictures and--oh, yes, up-to-the-minute film strips and motion pictures listed right where they will be most useful!"

New knowledge is crucial for everyone today

Such behind-the-scenes acquiring of new knowledge by a teacher is crucial. The search for knowledge must encompass professional literature, scientific magazines, business journals, consumer periodicals, radio, television, trips to market--and continuously! M. V. Jeffreys states flatly, "If a teacher isn't learning today, she isn't teaching." Indeed, all free citizens must keep on learning or face national disaster.

So strong is the power of example, students of such a "learning" teacher soon catch the spark of her interest and take great pride in contributing from their reading, too. One instructor placed on her bulletin board the colorful chart, "Seventeen Facts about Seventeen Fibers," from the September, 1961 issue of What's New in Home Economics. The next day a student arrived with "Test-Tube Fashions" from the current Cosmopolitan. Immediately the search was on to identify terms common to both articles. Those inclined to scoff at the idea that home sewers could ever sew such "far out" materials as pictured in Cosmopolitan were somewhat taken aback when their instructor showed them "Do You Know How to Sew the New SFLFPFs?" in What's New. However, all were agreed that undoubtedly better than average skill would be required for good results in such sewing. Indeed, the upshot of the whole episode was that students themselves suggested a longer unit for studying textiles instead of a garment always formerly constructed.

Bases for selection of subject matter

The recent statement of the Educational Policies Commission unequivocally makes developing the ability to think the central purpose of American education. They further state: "The ability to think cannot be developed or applied without subject matter." However, "no particular body of knowledge will of itself develop the ability to think clearly; vocational subjects may engage the rational powers of students."

The Commission has injected into the ever-present problem of what to teach in a changing world a new and difficult dimension. Educators in home economics long considered the usefulness of subject matter in students' lives the fundamental criterion. The "how-to-do" aspects of homemaking at first dominated all teaching. Later, the urgent importance of societal problems could not be denied. These are represented by the inclusion of such problems as credit and foreign imports in the concepts and facts recommended by the workshopppers. The Commission combines these two as one of the bases for choosing the substantive knowledge which students should learn. The other basis for choice is the potential of knowledge for developing critical and creative thinking. This is the new challenge with which henceforth all teachers must cope.

Facts are essential to thinking

Obviously, no one can think in an intellectual vacuum. Yet students' casual treatment of assignments for acquiring facts has increasingly become a scandalous example of that slovenliness mentioned by Gardner. Memorizing seems to have become a "dirty word" in everybody's language!

Dr. Marilyn J. Horn of the University of Nevada, in an address to home economics teacher-educators at the last meeting of the American Vocational Association, said bluntly, "We have become so philosophical about our methods in home economics education that we have often overlooked subject matter. We have for so long been couching our objectives in terms of 'personal development,' 'improvement of home and family living,' and 'meeting the needs of students' that we have neglected our responsibility to help the students think critically and creatively."

"Organizers" for verbal learning

If ever that has been true, to a greater or lesser degree, we dare not let it continue! Specifically, Dr. Robert Gilchrist, key speaker at the annual meeting of Illinois homemaking teachers last month, declared that if consumer economics was to be one of our five major emphases in the Illinois curriculum, it would be "a downright disgrace if such topics as borrowing and credit were to be given only superficial treatment." He further charged that "covering without learning is our besetting sin!"

Today's teachers are asking, "But how can we persuade students that concentrated studying, reviewing, drilling, self-testing, reviewing again is rewarding or even possible?" Some recent developments in research on verbal learning by Dr. David Ausubel and others at the University of Illinois strongly suggest that if teachers desire the outcome of an organized body of facts, they must help students develop what Ausubel calls "organizers." By comparing the relative ease with which subjects learned material that had intellectual and/or emotional meaning for them as opposed to nonsense syllables, researchers evolved the importance of relationships in remembering. Now they are pointing out that the relationships between the parts of the knowledge must also be understood.

How is this to be done? By developing with students a structure into which the parts of the whole may be organized. One example is such a chart as the "Seventeen Facts about Seventeen Fibers" previously mentioned. Notice the many examples of such "charted" materials in Clothing Selection and Consumer Buying for Better Living. They appear in different forms, but the structure is there. Another example is the use of some type of outline. Such structuring may be very apparent, as in Teen Guide to Home-making, because the authors understand that younger adolescents require more concise and obvious outlining. In texts for older students the outline is not quite so blatantly evident, but it is there. For example, Chambers and Moulton used italics on page 160 to such good effect that a student of average ability readily identified the kinds of stores and their major characteristics.

Motivation is developed and reinforced by successful experiences. The teacher must plan for a student a series of effective "organizers" to engage and expand his interests and progressively to raise the level of his participation until he himself is able to devise his own--outlining content, preparing matching self-quizzes, and even constructing charts of data assembled from various sources and possibly with some provided by local resource persons. One instructor encouraged her students when their interest in such an activity appeared to be waning by printing on the chalkboard: "Jumping to Conclusions Is Not Half as Good Exercise as Digging for Facts!"

A high degree of selectivity

How can such self-discipline be made to seem rewarding to hitherto careless learners of facts? Perhaps the first requirement will be for some teachers to change their point of view about the necessity of students acquiring an organized body of knowledge from the home economics they are teaching. Any instructor who is inclined to search for and respect changing

subject matter is unlikely to encounter much resistance from students providing she first makes each goal both clear and important to them. Such provision demands a very high degree of selectivity in the subject matter to be taught in terms of the two bases recommended by the Educational Policies Commission. A practical guide in harmony with these bases is found in the five major emphases recommended in "Scope and Sequence." These aspects for selection are management of resources, consumer economics, applied sciences, health and fitness, and human relationships.

For example, a teacher may try using these recommended phases to screen the probable value of topics of subject matter being considered. For instance, she might wonder whether that last section on "help for the consumer" might not be too hard for her students.

- * Is not today's consumer rather helpless in the management of his resources without the protection of government agencies and commercial associations? And teen-agers are consumers!
- * Is it not easier for everyone, but particularly the less able student, to learn to apply the science principles of such a behavioral science as Economics to specific problems for which he feels the need in daily living than to the general concerns in Social Studies?
- * The vitality and force of leadership in a democracy spring from the peoples' making demands upon that leadership, but without facts there will be no demands. Will not giving students practice in concerted group action, such as writing letters to Senator Douglas in support of his reform legislation on credit this next year, make a very real contribution to their understanding of consumer economics?

Clearly, indeed, contributing to three out of the five major emphases makes "help for the consumer" a MUST. In fact, workshopers screened their large collection of basic concepts by these same emphases. Naturally, many of the supporting facts will change as time goes on but, by and large, the topics and basic concepts seem to promise usefulness for the foreseeable future. Unfortunately, they are likewise the aspects that are less familiar to teachers. In contrast, for example, there have been relatively few changes in the aesthetic aspects of clothing selection.

Give students time to discover for themselves

Now, let us assume, students are equipped with facts with which to think. They are ready to more or less independently set out to solve specific problems close to their own personal interests. Of course, the teacher will be always available to guide them in proposing plans and solutions to keep them from exploring too many fruitless avenues. But discovering for themselves is probably the most satisfying motivation for students.

Let's look at an example of such inductive teaching for critical and creative thinking. A ninth grade class reported serious troubles with laundering problems and brought in as proof a sad collection of grayed or

yellowed undergarments, misshapened, faded and shrunken sweaters and other articles. Here are the steps followed in studying their problems:

- * Identified the problem--"What seems to have happened to each article?"
- * Made "informed guesses" as to possible causes for "disasters"
- * Collected from many sources additional information needed
- * Used this information in experimenting to discover correct methods
- * Shared these discoveries through committee demonstrations and reports
- * Stated carefully and concisely new facts learned
- * Studied facts and generalized these into a few basic concepts
- * Applied concepts to similar problems for re-enforcement of learning

As a good teacher should at the end of every project, the instructor did some reflective pondering about the visible outcomes in terms of developing the ability to think.

- * Even slower students caught the "spirit of inquiry" when more or less forced to rely upon their own resources when guessing possible causes.
- * All caught the confusion resulting from unwarranted assumptions when they found out mothers were washing garments in machines, not by hand as they had assumed--and did not propose to do otherwise.
- * Many encountered the confusion caused by contradictory statements of "authorities" and learned ways of deciding whether or not one is true.
- * They judged their ability to communicate accurately and effectively through demonstrations to critical class members.
- * They perceived the necessity of keeping and using labels on clothing, directions for washers and driers, of knowing the meanings and implications of technical terms in textiles and laundering supplies.
- * They learned their own limitations as experimenters and the need for consumer protection from business and government.

Similar outcomes can be gained from many problems associated with the facts and concepts recommended in this article. Here are only a few ideas.

- * Investigate through interviews local coin-operated dry cleaning and report in a newspaper or at a program.
- * Compare the reliability and validity of various sources of help such as labels, salespeople, counter and home tests for evaluating textiles.
- * Observe people buying in various situations; previously agree upon points for comparing stores, products, prices, buymanship, salesmanship.
- * Canvas local stores for imported and domestic clothing products, using a score card developed in class; generalize information into concepts.
- * Locate differences in clothing customs and try to identify reasons for these, such as the value Egyptians place upon an American factory-made shoe while tourists eagerly buy their hand-made shoes and sandals.
- * Examine market offerings of blends with cotton as one of the fibers; compare directions for care and try to discover science principles back of these differences.
- * Discuss application of statement, "If fault lies with a product, one is morally bound to return it; if fault lies in own choice, learn from the experience."
- * Include consumer information along with showing of construction projects for students' re-enforcement and informal adult education.

Values as materials of thinking

Values are feelings. Yet they develop out of each individual's conclusions, hence must also be considered in a student's necessary background for thinking. Luckily many are recognizable. For instance, the youngsters in their washing investigations readily perceived their mothers' valuing of time because, asked why they could not preserve clothes better by washing their own with the knowledge they had acquired, they vigorously protested that they did not have time!

Morris Bender has said that "Some folks entertain a new thought as if it were an unwelcome relative." New values are even more difficult to accept. But they are learned, hence can be changed. In fact, almost every class member finally decided--and acted upon the decision--that they could find time to wash their "tricky" garments!

How was this accomplished? Each was led to verbalize on paper all the conflicting values in his own situation. These lists, combined into one on the chalk board, proved quite illuminating. Together students scrutinized the possible reasons for the values, and analyzed their relative importance under a variety of conditions.

As home economics teachers, we are constantly tempted to tell our students what they should value and do. Recently, however, this teacher had read a statement that clung like a bur in her memory. "It is a mark of a limited mind which wants to escape thinking to ascribe absolute value to precepts and customs which have only a relative validity. Intellectual capacity must be fully developed if thinking is to help us know and respect values of ourselves and others." Perhaps we are doing better in this regard as we learn to perceive, study and accept our own hierarchy of values. Much recent literature, such as Faith Keane's "Balancing the Clothing Budget" in Forecast, September 1961, features the realistic approach rather than what one student called the "holy home economics standards" of her teacher.

Nevertheless, since some value or combination of values lurks behind practically every choice we make in relation to clothing, teachers do have a responsibility for helping adolescents think with increasing clarity about their own and others' values. As in the example given, they must provide for class examination of values inherent in situations, suggest alternative ways to think about them, consider with students possible consequences of different choices. By so doing they give each individual an opportunity to change his values and to know why he decided to change.

Depth in learning for teachers and students

Teachers and parents are often heard to comment, "Today's kids don't know the value of a dollar!" They fail to realize that youth are merely adapting to the free-spending environment created for them by their elders. Seventeen's survey of annual clothing expenditures indicated that \$200-\$250 were being spent by adolescents from ages fourteen to seventeen, and \$400-\$450 by those eighteen and nineteen years old. In the December 1960 Journal of Home Economics, Ruth Cowles emphasized that teen-agers represent a surprisingly large part of the nation's purchasing power, hence must learn

to assume the same social responsibility as do older citizens. "With the teen-age market increasing, the freedom afforded by teen-age credit cards, and the influence of teen-age consumer panels, understanding of buying trends, influences on buying, and a reliable basis for decision-making can be taught effectively."

Few, then, would question the potential of these and innumerable other specific problems for developing the ability to think. The processes of thinking with knowledges and values must be constantly encouraged and practiced, evaluated, conceptualized, then tried again. Many kinds of applications in many kinds of situations are necessary before a concept is retained and used intelligently. Dr. Horn gave this illustration. "The student who learns to remove chewing gum from fabrics with carbontetrachloride in the clothing class, then tries to mend the leak in a gasoline tank with a wad of bubble gum, has not learned a concept. She has learned an isolated fact."

Dr. Gilchrist advised that we start on the "growing edges" of our students and reminded us in the words of the Educational Policies Commission that: "There is no known upper limit to human ability, and much of what people are capable of doing with their minds is probably unknown today. In this sense, it can hardly be said that any person has ever 'done the best he can.'"

In putting accumulated knowledge to practical use, we must create compatability between what we think, what we feel, and how we act. We must realize that changes are wrought slowly from within an individual, not from without. If we reduce our expectations for change in thinking and valuing to what is literally achievable at the time, we need not despair--nor cease to try to do better. And as we teachers grow, we shall see our students growing for creative learning is a cooperative process.

May we take this oportunity to welcome both former subscribers and those to whom the Illinois Teacher of Home Economics is a new experience. We sincerely hope you find the nine issues of 1961-1962 interesting and helpful. If you fail to receive an issue, we shall appreciate hearing from you fairly promptly. This is the only way we can detect an error at the mailing center. Thank you.

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TRY SOMETHING DIFFERENT THIS YEAR!

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 2; October, 1961. Published
nine times each year by the University of
Illinois. Entered as second-class matter
December 11, 1912, at the post office at Urbana,
Illinois, under the Act of August 24, 1912.
Office of Home Economics Education, 334 Gregory
Hall, Urbana, Illinois

TRY SOMETHING DIFFERENT THIS YEAR!

Jacquelyn Albright, Galesburg Public Schools
Letitia Walsh, University of Illinois

"The old order changeth, yielding place to new,
And God fulfills Himself in many ways,
Lest one good custom should corrupt the world."
. . . Tennyson, Morte d'Arthur

The courageous philosophy of King Arthur addressing his knights must be ours today. For years we have declared that the over-all goal of all homemaking and family life education was the improvement of home and family living. Under current conditions, accepting the facts of change is not enough. We must seek out the "many ways" through which we can accomplish this same goal as the old order changes.

Did you happen to read in the August, 1961 issue of Harper's Magazine the lead article by Adlai E. Stevenson, "America Under Pressure"? Mr. Stevenson makes a startling historical comparison that offers educators food for serious thought. Let us look at his quotation from Thucydides that gives a disturbing comparison of Athenians in their greatest days and the Spartans with whom they were waging war, as related to Russia and our own nation.

"They--the Athenians--are always thinking of new schemes and are quick to make their plans and carry them out. You--Sparta--are content with what you have and are reluctant to do even what is necessary. They are bold, adventurous, sanguine; you are cautious and trust neither your power nor your judgment."

"Today," Stevenson asks, "who is Sparta, who is Athens? Who has the initiative? Who is making the schemes? Who is bold and adventurous? Who is cautious and 'reluctant to do even what is necessary'? Have free men become the conservatives and the Communists the adventurers and innovators? Can there be more to Krushchev's confidence that he will 'bury us' than brash self-assertion? Has he captured a sense of history that we in the West have lost?"

Stevenson closes his article with these stirring words:
"I hope I know the answers to these questions. I hope that I can say that, while free society may have slumbered for a little and rested and drawn breath, it is ready again for great purposes and great tasks, and that its creative imagination, rearoused and refreshed, is equal to all the crisis and challenge of our perilous days."

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Are we in home economics education prepared to accept our share of responsibility for bold and adventurous innovations in our teaching? Some teachers of home economics are already engaged in trying out and evaluating ideas and techniques new to them. Reports on these, we hope, will stimulate our more cautious readers to "try something different this year."

Why do we need "something different"?

*The dynamic quality of life and society implies change. Public education, like other instruments set up to serve society, must therefore remain constantly alert if it fulfills its purpose and promise. As life becomes more diversified, uncertain and complex, both the quantity and quality of education are challenged.

Even the superior school of a decade ago needs some readjustments to meet today's demands. Curricula in every area of education are being carefully re-examined, and home economics cannot be an exception. The following changes in life, now clearly recognizable, have implications for the home economics program.

Changing Society

- Technical revolution
- Explosive population growth
- Urbanization and suburbanization
- Increasing number of elderly people
- Wide differences between ages and cultures
- Shorter work week
- Instantaneous communication
- Lightning-swift travel

Changing Families

- Greater awareness of the importance of the affectional function of the family
- Mobility of families and shift in jobs
- Interchanging roles of family members
- Mechanization in the household
- Balance necessary between conformity and individual freedom
- Family welfare affected by community decisions and world tensions
- Working mothers and commuting fathers
- Shift from a producing to a consuming unit

Changing Schools

- Knowledge explosion
- Flexibility in school programs
- Lengthened day and year for education
- Emphasis upon higher standards of education
- Provisions for individual differences
- Over-all objective of ability to think

*Suggested Scope and Sequence for Home Economics Education in Illinois, p. 4.

Identification and evaluation of values
 Creativity in problem solving
 Emphasis upon mathematics, foreign languages, and the
 sciences
 Educational and vocational guidance
 Continued learning

Every teacher's dilemma

Most teachers know of these changes--some only dimly, others with full awareness. Bewildered by such an overwhelming list, a few teachers may take refuge in the security and satisfaction of carrying on their daily activities in familiar terms. Others may be so impressed that they will decide that nearly everything in their teaching must be changed; then suddenly they find themselves, like Don Quixote, trying to "ride off in all directions!"

Fortunately, these extreme reactions--ignoring changes or attempting to overdo--do not exhaust the alternatives. Reasonable change would seem to be fostered most effectively by each teacher introducing into her present teaching a few "try-outs" that seem to hold promise for improvement. How few? Only as many as she has time to use thoughtfully and to evaluate the results critically. Remember, change is not always progress!

To us four aspects of teaching seem to merit such careful efforts at improvement. They are:

- * Increasing a teacher's understanding of her local school and community
- * Screening her present curriculum in terms of major emphases recommended for today's program
- * Trying out less familiar teaching methods and instructional aids
- * Comparing evaluation results with up-to-date teaching objectives

Ideas that have been used successfully by experimental-minded Illinois teachers are described in considerable detail in the remainder of this article. And at the close we offer a challenge to your growth that we believe should be an outcome of all such careful experimenting.

Bring the Present Local Situation into Sharp Focus

The teacher's first step in any situation must be to ask herself, "Of all those twenty-seven major changes, which ones are most likely to pose urgent problems of curriculum readjustment in my teaching?" There are almost always a few that are especially obvious such as a huge new industry offering employment to many local homemakers and even high school girls. Others may not be entirely new but currently aggravated by societal changes. One example might be the increasingly high proportion of slower learners in home economics classes due to the concern about admission to college felt by many students and their parents.

A bird shot approach to any problem seldom accomplishes much in constructive action. Hence, facts are needed in order to bring any local

situation into sharp focus. In these days of rapid change, often a long time resident in a community may feel sure that she has the necessary facts. Teachers who have had such beliefs challenged and have tried to "prove" their infallibility have been honestly astonished at the disparities! For instance, one teacher sincerely believed that all her students ate breakfast after her annual "Better Breakfasts Campaign." A study indicated that over one-third of those same students ate nothing in the mornings! Habits are not readily overcome.

Questionnaires for securing facts

Unsigned questionnaires still seem to be the quickest and easiest way to secure facts on significant practices and, to a limited extent, reactions of students. Structured forms are more readily tabulated and summarized for a group. Three survey forms are available for the asking and are typical of others any instructor may formulate for her own purposes.

Home Responsibilities of Girls Whose Mothers Work and Do Not Work Outside the Home. 1960. (One legal-length page for each category of girls to check). Single copy free upon request to Department of Home Economics, National Education Association, Care of Dr. Mary Lee Hurt, 1201 16th Street N. W., Washington 6, D. C.

Teen-agers and Their Money. 1961. (Three sheets) Free upon request from same NEA source as above.

Survey of Food Habits of Teen-agers in New Jersey. 1957. (One page) Free upon request to Department of Education, State of New Jersey, 175 West State Street, Trenton 25, New Jersey.

Of course, many other survey forms are available, especially in the area of food habits, but these three offer a "bonus" in the form of a condensed report on the results obtained from students in New Jersey in the one case and from forty-one and forty-eight states respectively in the NEA studies. With ninety-four Illinois teachers out of a total of 527 participating in the "working mothers" study, almost eighteen per cent of the data came from our own state. As Dr. Hurt states, "Each teacher needs to become acquainted with her own particular students and their backgrounds, yet it is helpful if this information may be related to studies made on a wider basis."

Follow-up on questionnaires

With an appropriate division of labor, these questionnaires may be quickly tabulated by students; with younger adolescents, the teacher may assume responsibility for the summarizing. Graphs may be studied with the use of an overhead projector, matching the results from a given grade in the local school with those obtained from the much wider sampling.

Free and lively class discussions, helpful in offering students opportunities for changing values and habits, are practically certain to follow. For example, the most frequently mentioned reason for not eating breakfast

in New Jersey was "lack of time." Your students may concur wholeheartedly! But when they discover that thirty-five per cent of the high school boys and forty-six per cent of the girls in the New Jersey study regularly had to prepare their own breakfasts, their unwillingness to even get out of bed in time to eat a well-prepared meal may appear in a different light.

At any rate, a teacher equipped with questionnaire results is now in a position to focus her teaching upon the few most urgent student needs in thinking about their breakfast habits and, if necessary, in gaining skill in preparing quick, nutritious breakfasts. "Breakfasts" will have become to her, as well as to her students, more than a textbook section to be "covered." And in all follow-up teaching on the basis of survey findings, the reason for the results must be sought. Why, for example, were seventh grade girls in the national survey more likely to assume home responsibilities if their mothers did not work, while the reverse was true of the older girls? Why did older adolescents make plans for spending their money and keep records no more frequently than did seventh grade girls in the 1961 study?

Acquiring a sharp focus on your students' learning equipment

One of the changes now very apparent in schools, according to the quoted list, is "Provisions for individual differences." Certainly the exceptional student at either end of the continuum on learning ability is being increasingly recognized, and special programs or at least some school adjustments are being provided for such individuals. The so-called "dull normal" is in danger of becoming the "forgotten man" of the sixties, we are now told. This fact should be of special concern to teachers of home economics because so many of their enrollees fall into this large group.

Any teacher whose school boasts an adequate counseling service is lucky. A trained counselor not only has the results from a battery of tests on each student but also the competence to interpret these accurately and meaningfully to the teachers of that student. Under such circumstances students, too, are lucky. As part of the counseling service, such a school usually provides organized remedial aid for individuals and groups to help them increase their general vocabularies, improve their reading speed and comprehension, and raise their levels of listening and observation.

But in even nearly ideal situations, each teacher of a non-academic subject has the responsibility of securing some very crude estimates of her students' learning equipment for studying her specialized content in concepts, values, and skills. Of course, if adequate counseling services are not provided in the school, the responsibility is enormously increased. For example, in many classes of beginners there are likely to be few students who, reading the word "spatula," will know its pronunciation and meaning, or can recognize it and use when appropriate.

Vocabulary study for rich dividends

Since words are the symbols which represent meaningful experience to students, clues to the vocabulary of individuals whom we are trying to teach

seem imperative. Yet how often we take too much for granted in this respect!

Try this procedure with one or more of your classes, especially groups beginning a new and somewhat technical unit.

- * Select a passage in an unfamiliar part of the class text This selection should be interesting, suited to the class abilities, yet contain terms specifically related to home economics
- * Duplicate copies of the passage for every student
- * Ask students to underline every word they do not know and sign name
- * Double check these results by giving each student a short objective test, matching significant words in the passage with definitions
- * Let each student compare the results from his own two papers

Dr. Edward Dolch of the University of Illinois has found that, on the average, students omit underlining more than half of the words actually unknown to them! Their matching test on the same passage provides the most convincing possible evidence on this discrepancy.

Moreover, the results of such little studies give food for thought on the part of the teacher as well as for students. Forecasting results is simply impossible! For example, Dr. Luella Cole, when testing eighth graders on a passage from their text in social studies, obtained these "familiarity scores" on the consumer terms included. (The higher the score the less understood the term.)

Commodity - 18	Inflation - 38
Conservative - 31	Competition - 48
Rebate - 35	Consumer - 72

Clearly the key word, and the one implicitly taken for granted, was the most difficult for those eighth graders!

Psychologist Cole has discovered, nevertheless, that the greatest growth in vocabulary occurs in the junior high school and less in the upper years of high school. She suggests that this may be due to lessened attention to the vocabulary problem in the senior high school. Yet learning materials, arranged in a normal sequence of difficulty, would seem to demand at least as much, if not more, attention in succeeding grades.

Assessment of listening levels

Vocabulary improvement aids greatly in raising the level of reading rate and comprehension; it is equally helpful in raising the level of students' listening. These processes appear to be equally important for the progress of learning.

Dr. Ralph Nichols of the University of Minnesota, in a recent address at Ann Arbor, Michigan, declared that there is plenty of evidence to show a clear-cut dollar value in "having employees who listen well." A number of training programs have now been devised in business and industry to achieve that aim. Dr. Nichols points out that the learning to concentrate is the most important factor in good listening. He suggests to these adult

trainees that each try to give one minute of every hour to intently listening to another person talking or to a sound such as an airplane, a bird's song, or the hum of a machine.

If you yourself would like to know more about listening, two sources of information are open to you. One is Dr. Nichols' classic, Are You Listening? 1957. McGraw-Hill. \$3.95. The other source is an examination of learning materials on listening used in your own school's primary grades. Discuss with elementary teachers or your colleagues in the English department their experiences in improving students' listening habits. For example, you may find English teachers are using individual playbacks of lectures for each student to take notes from; results are analyzed for weaknesses and strengths, and suggestions are given for increasing the quantity and quality of the notes taken.

Authorities estimate that at least forty-five percent of all classroom learning in home economics is dependent upon listening -- yet college freshmen average about a twenty-five percent listening level. Think of one of your own experiences when almost "57 varieties" of student results followed your well-organized and carefully enunciated laboratory directions! Scolding, even pleading, are of little avail in such situations. Students have to be taught how to improve.

If reports on listening levels of a class are not available from your counselor, you and your students can get a rough estimate from the following procedures. Both college and secondary teachers have found them most rewarding in results.

- * Select from the class text an unfamiliar passage that deals with definite facts that can be readily formulated into an objective-type quiz. The terse style of Barclay and Champion's Teen Guide to Home-making offers innumerable such passages for students in junior high schools. In a mixed class of seniors in Family Living, the single section on "Play Is of Many Kinds," page 288 in Duvall's 1961 edition of Family Living, Macmillan, \$3.96 has been found appropriate for this purpose.
- * Prepare and duplicate a quiz to test the major facts and concepts in the passage. Such a type of item as multiple choice is generally useful in testing knowledge; it is important to limit the quiz to the information given in the passage.
- * Read the unfamiliar selection to the class as effectively as possible.
- * Administer the test, usually shortly after students have listened.
- * Let students identify the correct answers from their text and compute the proportion of information missed in listening.
- * Present those "guides" offered by Nichols that seem to be most promising for strengthening your students' weaknesses; teach, practice, test until even the dull normal students can perceive their own progress.

Does this mean that you should drop home economics and teach listening? Of course not! There has to be something to listen to and practice on!

Learning to listen simply adds a new dimension to the teaching of home economics--one that students readily understand and appreciate if it is seen not only as a way of getting along better in school but also as the core of good social manners and personal popularity, and later of cash value in a job.

As students make progress, they find themselves interested in finding the answers to the same questions as have today's researchers. For example, to what extent does a clear-cut outline of content facilitate listening? How much information is forgotten if quiz is postponed until the next day? Until the next week? How do results compare if, instead of a recognition objective-type quiz, a recall essay-type of test is given on the same information? To what degree does pre-listening vocabulary study raise the listening level on a given passage? Under what personal and group conditions can listening be done most successfully? Answers to these questions are not as unpredictable as are guesses about differences in student vocabularies. For instance, research has proved that, other things being equal, the longer the time that elapses between listening and writing the test, the less information that will be remembered. But students delight in discovering such facts for themselves and struggle with gusto on remedial solutions.

Assessment of observation levels

In the research on the various facets of quality teaching currently being developed on the University of Illinois campus, observation is playing an increasingly important role. Home economics is able to offer a major contribution to this learning process through experiments, demonstrations and laboratory lessons. The practice, however, may be more purposeful if students can be led to recognize a need for improvement.

Almost any dynamic lesson in home economics offers an opportunity for students to learn how acute they are as observers. Here are a few suggestions that teachers have used to advantage.

- * Place a picture related to the day's lesson where it will be readily visible to every student entering the classroom. When class is seated, remove the picture and ask each student to report on a sheet of paper exactly what he saw in the picture. Those who have to be "led to the trough of knowledge" may be alerted to greater interest in their environment.
- * Display a vivid "human interest" picture for 30 seconds. Remove. Give exactly two minutes for students to write what they recall seeing in the picture. Compare differences in results and speculate on possible reasons for these differences. Those who tend to think largely with their emotions may be led to recognize this tendency in their observing.
- * Sketch conventional place settings, including in each a single error. Flash these numbered sketches on a class screen and ask each student to recognize and jot the error opposite the appropriate number on the paper provided for this purpose. From the scores that can be computed, each can find a clue to the speed and accuracy she shows in selective observation.
- * Utilize any experiences in measuring space to emphasize the worth of recognizing accurately what is called for in directions. Even placing an open volume on the teacher's desk, explaining that the book contains

600 pages, and asking each to estimate the page at which it is opened may arouse individuals to spatial errors in their own observing.

Clues to the logic of students' thinking

Excellent standardized tests on logical thinking are available but they are at a level suited to senior high school--and then more appropriate for the academically talented. One of the best is Watson and Glaser's "Critical Thinking Appraisal," World Book Co., 2126 Prairie Ave., Chicago 16, Ill. Prices--35 cents for a specimen set or \$4.15 for 35 test booklets.

However, simple reasoning processes are evident in children of elementary age and even younger. "Home-made" tests often provide crude clues to younger students' thinking abilities. In the sample offered here, you will note that the first step taken was to identify three common thinking abilities, then to prepare statements that offered a student two alternatives. Her replies would give herself and her teacher some rough idea of what reasoning she was capable. Space permitted only a few statements as illustrations, but the form seems to offer many possibilities to an interested teacher.

ARE YOU A GOOD THINKER?

Directions: To give you some idea of how well you can think, mark in the appropriate column at the right your judgment on each of the statements as answers to the over-all question in each section.

Are the reasons given strong or weak arguments? Strong Weak

- | | | |
|---|---|---|
| 1. Education is important because it helps a person to develop his abilities. | X | |
| 2. Money spent on reforming delinquents is wasted because human nature cannot be changed. | | X |
| 3. An increase of synthetic blondes has been noted recently because men and boys prefer blondes. | | X |
| 4. Divorces will probably increase because statistics over the past twenty years have shown a gradual increase. | X | |
| 5. Compulsory health and medical insurance should be enacted into a national law because prominent senators recommend it. | | X |

Are these statements facts or assumptions? Fact Assumption

- | | | |
|--|---|---|
| 1. A redhead is more temperamental than a brunette. | | X |
| 2. Workers in industry are receiving more income now than ever before. | X | |
| 3. Poise and personality development lead to better pay. | | X |
| 4. Almost half of all U. S. marriages involve a teen-ager. | X | |
| 5. The span of life for the average person is increasing. | X | |

Are these conclusions good or poor logic in light of the facts stated? Good Poor

- | | | |
|--|---|--|
| 1. All good-looking girls are popular. Some rich girls are good-looking. Therefore, some rich girls are popular. | X | |
|--|---|--|

Are these conclusions good or poor logic in light of the facts stated?

Good Poor

- | | | |
|---|---|---|
| 2. Eminent persons are frequently named in the news. Mary Jones was named in the news. Therefore, Mary Jones must be an eminent person. | | X |
| 3. All emotions lead to both happiness and sadness. Love is an emotion. Therefore, love sometimes leads to sadness. | X | |
| 4. If both John and Madge are young they are friends. John and Madge are not friends. Therefore, we may conclude that they are young. | | X |
| 5. Susan is more beautiful than Julia. Margaret is more beautiful than Susan. Therefore, Margaret is more beautiful than Julia. | X | |

Clues to the values held by students

Values are so dominant as materials of thinking about home and family living problems that there is actually scarcely a single teaching unit in which we dare to ignore them. Teen-agers' values tend to be related to and felt keenly in terms of specific types of problems. They are not yet able to generalize their values into a pattern such as the eternal verities of an adult philosopher.

Consequently, the use of an open-end essay question is worthwhile in many units. Probably the most revealing clues are derived from students' reactions to any of a number of issues likely to appear in a unit on marriage. Let us describe the recent experience of one teacher.

In her copy of Family Weekly for September 24, 1961, she noticed a large photograph of a pretty but bedraggled looking teen-ager standing in a cluttered attic room, with her hair in pin curls and her feet in bedroom slippers. With one arm she was awkwardly grasping a chubby infant, with the other attempting to manage a diaper. Perhaps Miss George's attention was attracted to this picture because she was feeling considerable concern about her senior course in Family Living. In vain she had hopefully labeled her first unit "Preparation for Mature Living" a la "Scope and Sequence." Her boys and girls called it "Marriage" and apparently held very strong convictions for early marriage which they were in no hurry to change!

On Monday she projected the drab photograph upon the screen and asked each student to write the thoughts that came as he or she viewed the picture. Miss George kept that poor teen-ager on the screen as long as any student seemed to have anything to write, and the youth in the class stared right back at her in an increasingly somber mood. The disgruntled mutterings of some of the girls quickly subsided as they sensed the class atmosphere. In the end, the teacher surprised everyone by saying that she was not collecting their papers but suggested that each keep his own paper to look at again at the end of the course. Then she moved quietly into the regular lesson.

"But," you may be thinking, "how did that method inform the teacher about her students' values?" In Miss George's situation, students' values

seemed all too clear to her, at least in a general way. She attached far more immediate importance to the students' recognizing their own values and their possible consequence. Ever since that Monday coup she has been overwhelmed with requests for private conferences from boys as well as girls; ultimately she will have gained much insight into both individual and group values of her students.

Clues to the creativity of individuals

Do you recall reading in the last pages of "Changing Tests for Changing Times," Illinois Teacher of Home Economics, Volume IV, No. 9, the techniques of securing clues on the kind and amount of creativity in an individual? Although the Mosing method of computing scores was explained, the word "clues" still most accurately describes the results of all tests of creativity. Nevertheless, do try out a "task" occasionally this year. They are fun and worthwhile!

The proof of the pudding

The proof of the pudding is in the eating; the proof of the use of any of these "different" ideas lies in the improvement of students' learning. Proof requires evidence. And, as every teacher knows, dependable evidence is difficult to secure. At the present stage of development in measurement and evaluation, we simply cannot expect completely valid and reliable evidence to be derived from the complexities of classroom learning.

We can, however, pre-plan carefully, record results in some organized fashion, and recognize that even the most obvious results might be quite different in other, though similar, situations. Good and Scates in their standard text on Methods of Research state: "In a broad sense, the term 'experiment' means simply to try--to try something in order to see what happens." Most experiments are expected to reveal causal relations. To identify accurately such relations in the interactions and dynamic forces operating in every classroom may not be possible but teachers' speculations provide a "built-in" motivation for further experiments toward improvement.

Screening Lessons Taught in Terms of Recommended Emphases

Mary Harmon mentally reviewed her day's teaching as she washed the dinner dishes. When she had listened to the presentation of the five major emphases recommended for Illinois homemaking education at the August meeting, she had felt a warm glow of satisfaction; she was certain that they represented her own emphases in teaching. As she had remarked, "Those emphases sounded wonderful!"

Later she read carefully the brief statement about these emphases as found on page five of "Suggested Scope and Sequence for Illinois Home Economics Education." Here is what she read.

"WHAT SHOULD BE THE MAJOR EMPHASES IN HOMEMAKING EDUCATION?"

Certain implications for today's home economics curriculum are implicit in changes in society, families, and schools. For

example, major emphases seem to be needed in the following aspects of the program.

Human Relationships

Are we helping students to clarify the understanding of all human relationships and achieve their goals in personal and family life?

Management of Resources

Are we helping students to develop the ability to manage the material and human resources involved in homemaking decisions and practices in light of each individual's and family's recognized goals and values?

Consumer Economics

Are we helping our students apply the principles of consumer economics to the end that their welfare and that of our nation will be improved?

Health and Fitness

Are we contributing to mental health and physical fitness of our students through emphasizing these in appropriate units?

Applied Sciences

Are we helping our students apply the principles of the physical and behavioral sciences that are related to homemaking concepts and practices?"

Manicuring was fun

That day the students in Miss Harmon's Homemaking I had devoted their class period to manicuring the nails on their own left hands, then partners manicured each others' nails on the right hand. Results were successful. Indeed, the speedier and more skillful "operators" had insisted on applying polish to Miss Harmon's nails, too. There was a happy, relaxed buzz of talk as the enthusiastic students worked, and after the "style show" of completed nails there was ample time to leave the laboratory in good order. So pleasant was the total experience that Miss Harmon was tempted to agree with one girl's remark as she reluctantly left for her mathematics class, "It only all school could be like this!"

In retrospect, however, even one major emphasis seemed to elude Miss Harmon. To be sure there was a delightful spirit of camaraderie evident in the group--but was that a new learning in human relationships? Possibly an improved appearance would have mental health value--but was the appearance improved beyond the girls' usual trim good grooming? Trying to be intellec-

tually honest with herself, Miss Harmon decided the answers to her questions had to be negative.

Then WHY had she taught the lesson, she asked herself? Certainly it was a pleasant experience but Miss Harmon was far more seriously concerned about the growth of her students than that reason would imply. Because the girls needed the learning? She had increasingly grave doubts on that score. "Oh, dear," she finally exclaimed, "I guess I just taught manicuring because I've always taught it as a lesson in the grooming unit!"

Best buy in hamburger

An informal survey of young marrieds among their friends and relatives had convinced Homemaking II students that far more ground beef was being purchased than all the other economy meats combined. They decided, therefore, to try to discover the "best buy" in the local markets. From the department's petty cash fund Miss Harmon promised to reimburse the cost of a half pound of ground beef purchased in a variety of markets by volunteers in the class. Each buyer came prepared to report the following information, as provided by the salesman.

From what grade of beef was the sample taken?
 What cut was the source of the sample?
 How freshly ground was the sample?
 How could the proportion of fat in the sample be judged?
 To what extent could quality in ground beef be judged by appearance?
 Was large demand the only reason for frequent "specials" on hamburger?
 What were the reasons for selling ground beef in a cellophane wrapping?
 What sanitary precautions were necessary in handling ground beef?

Neither the students nor Miss Harmon had been prepared for the great variety of choices involved in the everyday problem of determining the best buy in so common a food! More questions were raised than answered by the carefully prepared reports. Already familiar facts and principles about meat grades and cuts acquired new meaning. Concepts from chemistry and bacteriology were obviously called for--but where to find them? Contradictory answers from salesmen indicated a need for additional knowledge on the economics of marketing. The students proposed that the meat samples be carefully broiled the next day in an attempt to measure the amount of fat that would be "fried out" during the cooking process. They were eager to compare the flavor of the cooked samples, also.

"Whew!" Miss Harmon thought as she recalled the lively lesson. "I think I'd better dust off some of those science principles I once knew just in case the students fail to locate the ones necessary. And I'd better do some planning on the conclusions that will be warranted or we'll not know what we've learned."

In fact, Miss Harmon was so interested in the findings and the possible discoveries the next day that she almost forgot to check the emphases involved. Several were clearly apparent. The problem itself stemmed from consumer economics. Principles of both physical and behavioral sciences were being applied in liberal amounts. The comparative nutritive values of fat

and protein related to physical fitness. And ultimately, as decisions had to be made for buying under different conditions, the principles of management would be put into practice.

Miss Harmon was delighted--and somewhat astonished. "Part of the time," she confessed to herself, "I wasn't quite sure what we were going to learn next! I wonder if we might achieve more genuine problem solving if we had more lessons when not even I knew all the answers."

"The saddest words of tongue or pen"

Miss Harmon would willingly have forgotten that "opening" lesson on management! She had always dreaded units on management but had pinned her hopes this year on an assignment in a 1961 revision of Housing and Home Management by Lewis, Burns and Segner. Seeking something tangible to teach, she had elected to begin the class with the first pages in chapter seven on "Housekeeping Management." However, the students made it all too clear that the excellent ideas offered held no interest whatever for them.

Baffled and frustrated by the imminent problem of tomorrow's lesson, Miss Harmon took a coffee break with the September, 1961 issue of Redbook. The lead article offered a summary of the free response of 10,000 young homemakers who wrote to the point, "Why Young Mothers Feel Trapped." Spying the sentence, "Housekeeping alone often presents a special set of problems," Miss Harmon read on avidly. As she finished the article, she had the insight to perceive that even tangible suggestions can be utterly academic and sterile unless set in a human relationships context.

"It might have been a good lesson," she mused, "if I had first shared this survey report with my students. Vivid examples of need for the first four emphases are provided and perhaps, if those young mothers had realized that they could use their science backgrounds to think through their problems, they might have felt less trapped intellectually, also. This summary of real-life problems certainly supports the recommended emphases as of utmost importance for homemakers of tomorrow."

Let's look at Miss Harmon's "score"

With two sections of Homemaking I, two of Homemaking II, and one of Homemaking III, forty per cent of her teaching had been pleasant but not profitable, forty per cent had been highly profitable, and twenty per cent had been sheer waste of money, time and effort on everyone's part. Miss Harmon was interested, if not very proud, and determined to do more such reflective thinking on her teaching results.

Actually, some investigations in elementary schools have shown that from ten to twenty per cent of classroom teaching, on the average, is highly effective; about half is of little or no worth. But these are pre-Sputnik statistics. Can we afford such inefficiency today?

The individual teacher is the crucial element

Handsome new laboratories, fresh and attractive texts, a generous

budget for a department can help--but only help! Unless the individual teacher responds to the ferment for change by systematically and honestly screening her teaching in light of the five recommended emphases, little curriculum improvement is likely. If other emphases seem more important to an individual teacher, she is certainly free to use these. The vital need is for her to take a fresh look at her own teaching, to ask herself "What am I trying to do? Is this the best use of the precious time of students?"

Robert Hutchins while at the Univeristy of Chicago is said to have declared that "it is harder to change a curriculum than to move a graveyard." Harold Hand, a curriculum specialist at the Univeristy of Illinois, cheerfully points out that all early models of automobiles had dashboards and whipsockets like those on horse-drawn buggies. But gradually the dashboards and whipsockets have been discarded! Unfortunately today there is a far greater urgency about dropping the familiar and stereotyped in lessons unless they contribute to at least one area of great importance for the future.

The moral of the Science Fair

Junior high school students in one city last spring put on exhibit a large and extremely impressive Science Fair. There was nothing unusual about that except that it proved to be a very disintegrating experience for a group of home economics instructors from the high schools. So many of the eighth grade exhibits were concerned with human nutrition that the city coordinator of home economics appealed to the administrator to order such needless duplication stopped at once. "Needless?" he asked. "Let's try a little nutrition experiment!" He arranged for a disinterested third party to prepare a test that included facts and principles with applications to everyday problems in choosing foods. All enrollees had studied science; only the girls had studied home economics. When the scores of boys were compared with those of girls, the group averages and the ranges were almost identical! America City's teachers were unpleasantly surprised.

So all the home economics teachers in the city met for a long and serious stock-taking. Sober second thought had already pointed out the fact that, if the science curriculum failed to include nutrition, boys would receive no instruction in this area. And irritated eighth grade teachers had had heart-to-heart talks with their girl students in home economics. At the meeting, reports from these talks were the same. "But," all the bewildered students had explained, "we were learning to cook in home economics class!"

Lively argument ensued. One teacher said acidly that, from her experience with students in later grades, their skill in cooking left so much to be desired that she was in favor of concentrating upon food preparation and leaving nutrition teaching to the science teachers. "Why, that would be letting science steal our subject!" cried other instructors.

One bride finally offered diffidently, "Well, if Peter had no knowledge of nutrition, he'd certainly balk more than he does at my tossed salads that he calls 'rabbit food.' But I am the one who really makes most, if not all, the decisions in planning our meals. It seems to me that girls have to know more than boys. And we have to acknowledge that we're all using

more and more wholly processed, frozen or canned foods, even if they do not taste as well. Someone has figured that one can save an average of four hours a day by using such foods--and still maintain health if we know how to select go-together foods."

In the meantime the coordinator, jolted into realizing the need for facts, had studied recent enrollment figures and discovered that the two semesters of required home economics in the eighth grade represented all the contact nearly half of America City's girls would ever have since the mixed senior classes in Family Living were non-laboratory courses. Moreover, a study of the various teachers' outlines of what they had taught last year startled everyone with a degree of diversity that simply could not be accepted as necessary because of the differences in neighborhoods.

With the close of school fast approaching, a unanimous agreement was reached to study seriously this fall the total offerings by home economics in the area of food and nutrition. The instructors even agreed that they should be glad that science classes were teaching nutrition! But unanimity on just what home economics' contribution should be seemed to be a distant prospect indeed!

New publications to the rescue

All summer concerned teachers thought about the problems of changing their curriculum. Seemingly, as confusion increased, resistance to any change was strengthened. And the coordinator facetiously proposed a premature retirement!

Almost simultaneously two new publications arrived that offered the much needed help. In the writers' opinion Teaching Home Economics by Olive Hall and Beatrice Paolucci, a 397-page, \$6.95 text for college seniors published by John Wiley & Sons, Inc., is by far the most comprehensive and forward-looking book in home economics education that colleges now have available. Its contents in many ways go beyond the subject matter previous college courses have been able to incorporate, hence it is a rich source of help for in-service teachers, no matter when or where they were educated.

Indeed, America City's teachers readily located in the volume the very guides that they needed to clarify their thinking on the choice and arrangement of learnings in their food and nutrition offerings. The publisher, John Wiley & Sons, Inc., has given permission for us to share with you the four criteria as they appear on page 175.

"Each activity or learning experience that is chosen should measure up to the following criteria:

1. Continuity. Whenever a subject area is included at more than one grade level, learning experiences should provide for a vertical reiteration of major elements. This means that some review of previous work must precede new learning, so that there is a sound foundation for developing new understanding. Students in advanced classes will need continued opportunity to develop the

competences that are fundamental to their new experiences.

2. Sequence. Each successive experience builds upon previous experiences with a minimum of duplications and with a different approach that goes more deeply and broadly into the area under study.

3. Integration. A horizontal integration, or coordination, of the various experiences a student is currently having will help him to learn more rapidly, and to unify his behavior. The central theme of the home economics course, or problem, should be recognized by the students; they should be able to see the coherence and unity of their activities. In addition, it is frequently possible to relate home economics units to those of other courses in which the students are enrolled concurrently. Such coordination brings new and deeper meanings to their learning situations.

4. Significance. Students find challenge in problems that are real and significant to them. Each experience that is selected as a means of solving the basic problem should be worthwhile and justifiable in terms of the time required to carry it out."

This brief excerpt seems to us typical of the clarity, conciseness, and forward-looking yet eminently practical quality of this book. America City's teachers decided that they were extremely fortunate to have such material made available to them just as they were beginning their serious study of curriculum revision. After you have examined the volume, we believe that both pre-service and in-service personnel in home economics education will agree with them. Wiley's New York address is 440 Park Avenue South, New York City 16, in case our enthusiasm is contagious.

The second publication used by the teachers was the twenty-three page, tentative "Scope and Sequence for Illinois Home Economics Education," mentioned earlier. These specific suggestions for Illinois teachers to try out this year were developed in a five-day workshop directed by Miss Elsie Buchanan, Chief, Home Economics Education, Illinois Board of Vocational Education. Dr. Johnie Christian of the U. S. Office of Education served as the consultant.

In this bulletin America City's teachers found specific suggestions for topics that might be considered in the area of food and nutrition for two years of home economics study in junior high school, one year in the tenth grade, and a special-interest semester course for eleventh and twelfth grade students. In addition, topics were suggested for four to six weeks of food and nutrition study in a year's course, Family Living, in senior high school. The last two pages of the bulletin were found to be devoted to the form of a "Progress Report" which, though expected to be returned to the State Office next spring, struck America City's teachers as something they might like to do next spring for themselves. After analyses of the State returns, next steps in curriculum development have been promised.

As the group of teachers prepared to discuss the examples of scope and sequence in light of their own situation, a beginning teacher in shocked tones asked, "Where are the objectives?" An experienced instructor laughed and

said, "Oh, what good are objectives, anyway? Each of us was supposed to be teaching from that long, long list we had, yet look at the way we've been going off in all directions!" "But wasn't that very difficulty caused because we'd prepared all kinds of noble objectives--and then never thought of them again?" a more thoughtful person replied. "You want to know what I think?" another exclaimed, "I'll bet most teachers are in the same boat and this unusual approach is an effort to make everybody ask herself 'What am I trying to do, anyway?'" Still another teacher added, "I wonder if they were not giving us more clues to today's objectives than we realized when they listed those five major emphases so prominently on the cover of the bulletin?"

Using major emphases in classroom teaching

Not only are these five emphases stimulating as screening devices of lessons already taught, a la Miss Harmon, but they merit consideration when pre-planning is being done. Some experimentation in using these as guides seems to indicate that a good lesson almost certainly will contribute to at least two of the emphases since obviously they are so closely interrelated. On the other hand, only an important class project in senior high school should be expected to contribute to four or five. Most younger adolescents lack the length of interest span and general maturity for keeping several major goals in mind at one time.

In the remainder of this section, therefore, you will find one description of rigorous instruction at both junior and senior high school levels that emphasizes a combination of physical fitness and applied sciences, one description of an extensive class project for older adolescents in which consumer economics and management of resources are the major emphasis, and one description of the use of a teaching aid, useful at several levels and primarily designed to emphasize human relationships in home and family life.

Physical fitness and applied sciences

Individually and collectively all over the state of Illinois, home economics teachers are planning and reviewing the lessons they are teaching with one eye on the major emphases. Perhaps because the newsmen have caught the public's fearful interest in nuclear war, there has been a flood of publicity given to the lack of physical fitness in Illinois. Great importance has been attached, in this era of early marriage and motherhood, to the fact that the diets of adolescent girls are notably inadequate. In turn, home economics teachers have been startled to discover that this inadequacy exists in girls during the very years when they might be expected to be in their classes! Change seems indicated, to put the matter mildly!

In the library collection of most home economics departments two earlier publications can be found. Teaching Nutrition by Mattie Pattison, Helen Barbour and Ercel Eppright, 1957, Iowa State University Press, Ames, \$3.95, offers both information and teaching methods. Food, the Yearbook of Agriculture, 1959, was formerly distributed free by the United States Department of Agriculture through local congressmen, but now costs \$2.25. It is, of course, a great bargain even at that price because it contains the most comprehensive collection of up-to-date food facts and principles supported by

research that is anywhere available. If a teacher is expected to know more than her students, she can rely on finding the answers to most questions in this volume.

However, far more enticing materials are available for students since all agree that motivation for changing eating habits is of primary concern to teachers of adolescents. One of the most scientifically sound of the several earlier pamphlets for students was Ruth Leverton's A Girl and Her Figure but its value and appeal have been noticeably increased by the 1961 A Girl and her Figure and You which serves as a personal record and guide for each teen-ager using the Leverton bulletin. Both are published by National Dairy Council, 111 North Canal Street, Chicago 6, Illinois. Prices are 18 cents and 15 cents respectively per copy, net, with postage paid in quantities of one to one hundred.

The increasing attention being paid to sciences in the scheme of modern living is equally apparent in the three publications of the American Institute of Baking that are just off the press and being sent free to teachers and their students so long as the supply lasts. Food and You for younger adolescents contains a popularized but authentic report on nutrition research in historical sequence to help students judge nutrition statements for themselves as well as aids in applying this information to their own food choices. The Wonder of You is a thoroughly rigorous treatment of the science of nutrition, accompanied by Your Guideline to Nutrients, and designed for classes in senior high school.

If your first impulse upon examining these is to reject them as impossible for your students to learn, pick up a copy of one of their mathematics or science texts and compare the relative difficulty. We'll wager the latter prove to be more difficult--and not glamorized in color, either! Of course, the "impossible" will take longer, but are not the stakes high enough to justify more time and effort?

Are such student materials self-teaching?

The intimate style of writing and detailed examples given might lead one to think so. Unfortunately, in use this is not often true. Believe it or not, some experimenting with various such publications suggests that teachers themselves offer a major obstacle to students' self-teaching! Apparently most teachers just cannot endure spending the amount of class time necessary for students to do the computations required! Why? Well, they say it is because no homemaker will ever have time to do such figuring. Students inevitably sense this attitude. One girl, tired of being constantly hurried by an impatient teacher, remarked, "You don't think this is worth the time, do you? But I think it's great fun!"

Harsh choices face today's teacher of home economics. For years home economics justified its existence in the curriculum in terms of its usefulness to students. And usefulness was far more often interpreted as manipulative skills than intellectual ones. Now a teacher must bring herself to give more than lip service to students' urgent need for developing the ability to think. She is outraged by any questioning of her teachings' contribution to what is now designated as the central purpose of all

education. And she is justified IF she changes her habits in practices and attitudes so that she provides a desirable environment for developing and practicing the processes of thinking.

Consumer Service Departments of huge organizations of business and industry are providing home economics teachers with some of the finest teaching materials ever available. Directors of these departments seem to be fully aware of the need for rigorous, detailed study of home economics subject matter that involves both sciences and mathematics. Teachers, young and old, must force themselves to accept these fine materials gratefully, and try to match their quality with superior use in teaching. One instructor became convinced that this was true, but she felt at a loss when she thought of trying to teach the aspects of mathematics and science. She asked her principal's help. He gladly selected some methods books from the school's professional library and suggested that, after looking at these, she ask help from her skillful co-workers in these subjects. There are especially helpful books on the teaching of the sciences. Try them!

Adults, too, are interested

As adults read newspaper accounts they, too, are troubled by a wide variety of questions relating to food and nutrition. A representative sample of the questions adults are asking of their home economics teachers this fall has been contributed by the American Medical Association to the October, 1961, issue of the PTA Magazine, formerly National Parent-Teacher.

Additional controversial issues can be identified and information gained from two publications Food Facts Talk Back is provided for fifty cents by the American Dietetic Association, 620 North Michigan Avenue, Chicago 11, Illinois. Food Facts Vs. Food Fallacies is a four-page folder available from the Food and Drug Administration, U. S. Department of Health, Education, and Welfare, Washington 25, D. C. Both of these publications also provide stimulating materials for special reports by high school students, either in class or on programs.

Curiously enough, adults who are lethargic, to say the least, concerning the dangers of such threats as radioactive fallout and even all-out nuclear war, appear to be much exercised over the dangers of chemical additives in their foods. A new law, the Food Additives Amendment to the Federal Food, Drug, and Cosmetic Act, became effective in March, 1960. Since that time the Food and Drug Administration of the U. S. Department of Health, Education, and Welfare has been publishing up-to-the minute booklets and mailing them free to home economics teachers. Do get on the mailing list if you have not been receiving them. On the other hand, if thorough class treatment is indicated by your older students' interest and need, some kind of a liason with your chemistry colleagues seems likewise indicated. Some of the explanations in the bulletins are pretty technical for folk who never did enjoy chemistry.

Consumer economics and management of resources

In Home Economics: New Directions, the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association

lists twelve competences fundamental to effective living. Four of the twelve relate directly to these two recommended emphases.

Investigations concerning what is going on in classrooms of the several areas of secondary subject matter related to personal and family economics indicate clearly that this is a fertile field for "trying something different." As in teaching nutrition, student motivation seems to be of great importance. Upon hearing impulse buying questioned, the typical adolescent complains, "But why be so fussy and take all the fun out of buying?" Even home economics teachers in their franker moments confess that "Those government guides give me a headache just to look at them!"

We suggest that you might like to try to interest yourself now, as well as your students later, by sending twenty cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for a copy of Read the Label, FDA Publication No. 3. Sharp contrasts of right and wrong, perky illustrations, witty commentary that nevertheless gets the point across make the bulletin really fun to read. Some teachers have obtained several copies for the department and distributed them to small groups of students for inspiration and study.

Sometimes interested classes are offered the opportunity to present accurate and helpful displays on consumer economics to the whole school in a corridor showcase. Mathematics, social studies, business education and agriculture vie with each other in the interest and worthwhileness of their presentations. Then comes the turn of the home economics students! The humorous tone of Read the Label can be caught and applied to one or more displays. If the topic of advertisements seems more appropriate, good and poor examples from newspapers, periodicals, and catalogues may be used instead of real labels.

Using school exhibits as a focus for learning

The procedures used by some teachers last year offer many suggestions for those who may wish to experiment with a major class project in Family Living. Let's look at a typical example in detail. First of all, the question was raised concerning what students were really buying. To discover the answers, students prepared a check list which study hall teachers asked everyone to check. When these had been tabulated, the expected records, tickets to games, movies, and other forms of entertainment were eliminated as representing strictly personal choice, except for a brief discussion of them as a legitimate part of individuals' spending plan. Analysis of the remaining categories led the class members to form committees to investigate the following aspects and set up informative displays.

- * Food, particularly between-meal eating and "liquid diets"
- * Clothing commonly purchased and paid for by students
- * Home furnishings, largely as applied to students' own rooms
- * Electric appliances since these were the most frequently purchased family gift
- * Cosmetics and drugs

Two food exhibits

In the Chicago Tribune, December 27, 1960 the following authoritative statement appeared under the title, "Pitfalls of Formula Diets."

The Illinois State Medical Society's Committee on Nutrition recently issued a warning that, while formula diets may be accepted as food products, they should be used with caution, and that six considerations, in particular, should be kept in mind in avoiding reducing formula pitfalls.

* The special low-calorie formulas are dangerous for long-term use.

* They are not a substitute for a well-balanced diet, except for short-term weight control programs, and are not a good means of saving money or time spent in eating.

* Additional vitamins should not be taken with the formulas, because many of them contain the daily recommended vitamin intake. Persons on 1800-calorie formulas should not, for the same reason, take two 900-calorie formula units, thus subjecting themselves to vitamin overdosage.

* A normal, healthy person should not expect to lose more than 1 or 2 lbs. a week by dieting on medical advice in special situations. "Crash" diets should be shunned.

* Persons using formula products as their sole source of nutrition should consult their doctors immediately if constipation, diarrhea, or other symptoms develop.

* Any effective weight control program requires continuing adherence to a properly balanced diet. Once weight reduction is achieved, it should be maintained by balanced dieting.

These six considerations were stated on colorful small posters, with justification, a reasonable explanation, and a positive alternative suggestion for each collected by committee members from local authorities. These were grouped in the display case around a central warning, "Don't Believe All You Read." By mid-December of 1960 the Federal Food and Drug Administration had already seized shipments of one brand of liquid diet that, in chocolate flavor, had forty-eight per cent less protein than its label declared and twenty-two per cent more fat. The label on the vanilla flavor was almost as unreliable. Another false claim in a circular, "Sip a Quickie Meal," stated that one serving was equal in nutritive value to a complete meal that included a six-inch square of steak and "would enable adults, children, and infants to either gain, maintain, or lose weight depending on an individual's choice."

This type of information must now be secured by writing to the Federal Food and Drug Administration since activity for consumer protection has "toned down" advertisements for these diets. But demonstrators for such products can still be located occasionally making extravagant and misleading claims verbally. A corridor exhibit helps to alert everyone in a school to the value of government protection for consumers' health and pocketbooks.

Through correspondence with federal and state agencies, reading consumer magazines, and talking with buyers of food products, the foods committee became convinced that a whole display should be devoted to the general problem of dishonest packaging. Real examples of flagrant deception of the consumer through various tricks were accompanied by actual statistics on weights and measures. Unfortunately these examples were all too easy to find in everything from candy to cosmetics!

However, the students lost some of their sympathy for the consumer after they had done some keen observing in supermarkets. The number of adult buyers who actually troubled themselves to read and compare the weights and measures correctly stated on labels was very small indeed. When students discovered that the largest package of a given product did not always reduce and sometimes even increased the cost per unit of weight or measure, they used some telling examples of such discrepancies, complete with accurate computations, in the packaging display. The over-all title given to this display was "Why Be a Sucker?"

This year a simple device is on the market for making comparisons speedily and accurately, and one class has experimented with it so successfully that they plan to demonstrate it in connection with the display they are preparing. The device is "The Best Buy Selector" and is secured for \$1.50 from Best Buy Products Company, Box 82, Decatur, Illinois or in many types of stores. It is simple to use, involving only two movements to indicate the per cent of saving in the "Best Buy." Obviously weights of the same product must be compared to achieve this.

The exhibit on buying clothing

The committee on this exhibit began by asking all class members and their friends to bring in their "biggest goof." Out of these they selected articles that, according to the check list, were purchased most frequently by high school students. Outside of some rather ridiculous examples of "impulse buying," an over-all analysis of the "goofs" revealed that errors in cleaning appeared to have caused most of the lack of satisfaction with the products. The exhibit was labeled "Don't-Care Wash and Wear" and included examples of textiles before and after improper cleaning in clothing of boys as well as girls. Labels that had not been read or followed were attached.

However, the students themselves were so appalled by their own comparisons that they decided everyone needed more detailed knowledge to handle the problems of modern fabrics successfully. They therefore assembled some helpful mimeographed materials that were made available to any interested observer.

The exhibit on selection of home furnishings

Only home furnishings related to refurbishing or buying something new for students' rooms were considered. The slow learners on this committee may have selected the problem because they were aware from previous experience that effective illustrative materials were already available in boxed exhibits on floor coverings, window treatments, and furniture. These excellent exhibits are available on request from Miss Berneice Dollnig, Director, Consumer Education Division, D/703, Sears, Roebuck and Company, Chicago 7, Illinois. Students had only to select and arrange the attractive display in light of their own purpose. They "lifted" the title for the display from an old magazine

article--and the teacher rejoiced that they were able to find it! In fact, with the benefit of considerable teacher guidance, this display made a respectable showing with very limited demands upon the producers. Miss Dollnig even provided for distribution to observers free copies of her Hidden Values Pamphlets on paint and wallpaper, bedding, and slip covers and upholstery.

Such provisions for individual differences are imperative whenever the results of student learning are to be put on public display. As all teachers of home economics know, adjustments are simply not possible in every lesson; students and teachers just have to accept a whole range in achievements because of the great range in abilities. If any type of exhibit or program is projected, sometimes teachers need to hold back some attractive and effective illustrative materials just for slow learners to use proudly!

Realistic purchasing of appliance gifts

Two engaged couples selected this problem for their display, in spite of much good-natured teasing. The boys discovered an automatic projector that repeatedly showed the twenty-five-minutes-long filmstrip, "Small Electric Appliances," again provided free for two weeks by Sears, Roebuck and Company. Before the filmstrip with written script arrived, time was spent in getting the judgments of young marrieds on the relative priority to be assigned to the most common appliances. For example, these couples asked: "Electric fry pans are the appliance most frequently bought for wedding gifts; do you agree with this priority? In what order would your present experience suggest that appliances are necessary and valuable?"

A consensus of opinions on priorities was arrived at and prominently displayed in the show case. For those appliances at the top of this list a satisfactory but inexpensive example was displayed beside a fancier and far more expensive product. Costs of both were indicated. The title of the exhibit was not "Best Buys" but "Best Buys for Money Available." While this exhibit was on display, the continuous showing of the Dollnig filmstrip added appreciably to the educational value and to the "audience impact."

Drugs in the spotlight

The check list used in the school survey contained some men's and women's cosmetic items. Of course, at least some of these appeared on most of the returns. But the big surprise was found in the additional "write-in" items. These consisted mostly of drugs--pep pills, happy pills, patent medicines, and aspirin, aspirin, aspirin!

The instructor, battled by this problem as consumer economics, decided to take the survey data to her principal before topics were chosen by committee. He, in turn, suggested that the materials be left with him until he could consult with the members of his staff who were concerned with the health problems of all students. Ultimately the principal attempted to influence student behavior through an assembly program presented by competent adults. The home economics teacher was grateful for being relieved of the responsibility of guiding a class discussion on the drugs. Yet the surprisingly critical thinking and generally openminded spirit with which her students had handled their consumer problems made her wonder about the actual effectiveness of the assembly program.

The emphasis on human relationships

"Human relationships" is a very broad term. Obviously, it is closely identified with mental health but also with physical fitness, consumer problems, and with management of resources in terms of individuals' and groups' goals. Of course, human relationships figure prominently in all behavioral sciences. Rarely are human relationship angles absent from problems in food, clothing, and housing. The twelve competences set up as goals for us in Home Economics: New Directions indicate concern for interrelationships between individuals, families and other social groups, communities, nations, and the world. And the special concern of home economics is the family!

But the family, like the fabled "old gray mare," is not what it used to be! Home economics magazines and particularly the scholarly quarterly, Marriage and Family Living, which would seem a necessity for every professional library, offer many reports on research projects. However, it is in the popular publications that we find the broadest and most timely presentations. Cheap journalism? Far from it! For instance, the article in Family Weekly mentioned earlier was authored by Clark W. Blackburn, General Director, Family Service Association of America. An article dealing with a similar theme, "Are You Pushing Your Daughter into Too-early Marriage?" is built up on quotations from half a dozen nationally accepted authorities as it appears in the October, 1961 issue of Good Housekeeping. Every home economist recognizes Dr. David R. Mace who writes popularized articles such as "The Hidden Dangers in Subsidized Marriages" in the September, 1961, and "Does a Wife Have a Right to Work?" in this month's McCall's Magazine. And probably no social scientist is more respected and frequently quoted than is Dr. Dorothy Lee, Department of Anthropology, Harvard University. Be sure to read her stimulating "Are We Giving Our Children Too Much?" in Parents' Magazine, July, 1961.

"Love is not enough"

The above statement is really the title of a book by Dr. Bruno Bettelheim, a child development specialist, but it seems to express succinctly the philosophy of most of today's authoritative thinkers on problems of the family. If you have not read the report on a discussion concerning "What Has Happened to Old-fashioned Morals?" in the September, 1961, issue of the Ladies Home Journal, you will have encountered the same type of thinking in many other places and publications, secular as well as religious.

Can schools in general and we in home economics in particular help to strengthen the influence of parents and church in this urgent need for a change in youths' goals and values? In so far as we inform ourselves of current facts and trends for the immediate future, in so far as we are able to utilize this knowledge in stimulating our students to look at certain cause-and-effect relationships in their earlier upbringing, then to consider possible consequences in a world where even survival is threatened, we may well make a real contribution.

Again, as in the rejection of a detailed study of nutrition, our earlier education may prove to be a real stumbling block to the success of such class discussions. Prescott, the author of Emotions and the Educative

Process, has repeatedly declared that four-fifths of all adults strongly desire to go back to the "good old days." Perhaps churchmen, parents and teachers have been unconsciously (and with the kindest of intentions) protecting this generation of children from the very challenges in self-discipline that made them strong!

The Daily Special

This is a short play, accompanied by a discussion guide, that deals with the rights of every member of the family. It is available from Human Relations Aids, 104 East 25th Street, New York 10, New York. A single copy costs \$1.25 and is a bargain at the price because of the many purposes that can be served. Still more useful is the "producing packet" with a copy for each of the four characters and one for the teacher; this costs \$5.00.

The Daily Special presents the problem of a "special" occasion which is very important to the teen-age daughter of the family, how the father, mother and son are affected, and how each reacts to the situation. Susie, a six-year old, is important in the family decision, although she does not appear in the play. Problems of finances, space, time, discipline, and standards of social conduct are some of the phases of family living which are dealt with in the play.

There is plenty of room for argument on all sides. As students read the lines of the four family members, after an appropriate description of the characters and living room setting by the instructor, two methods have been found to be especially effective in stimulating thinking preparatory to the follow-up discussion.

One technique is to have the class count off by fours, then ask the persons with number one to identify as completely as possible with the thinking and feelings of the father as the play progresses. Numbers two, three, and four may do this with the mother, the daughter, and the son. This prevents some natural "antagonism of the sexes," age similarities, or other factors from unduly influencing the observations.

After the play, students in each identification group may first meet together in buzz sessions of some length. They can thresh out their differing interpretations of the character in the play and try to reach consensus on some defensible conclusions. In the total class discussion that follows, a warning that only justifiable statements will be given a hearing helps students to use values as materials in objective thinking.

A second technique that may be used is the preparation of a short "Attitude Inventory" which, handed to each class member before they hear the play read, serves to focus attention on the main conflicts presented. Sample statements may be as follows:

Directions: Check in appropriate column whether you more nearly agree or disagree with each statement. Use the space at the far right for noting evidence to support your judgment.

Statements	Agree	Dis- agree	Evidences
<ol style="list-style-type: none"> 1. Betty was too demanding in requests from her family 2. Jerry, the father, gave up his own plans too readily 3. Tommy should not have been asked to give up the rum-pus room 4. Susie, as a six-year old, was given unfair treatment 5. Father was unreasonable in denying Betty money for a new dress 6. The parents were old-fashioned in their ideas about chaperoning. 7. Lydia should have just been told to come some other week-end 8. Betty has increased her maturity through this experience 			<p>(There may well be class agreement on a definition of <u>evidence</u> before use of this inventory. A simple definition is "whatever makes clear the truth or falsehood of something." But it is far from simple to apply!)</p>

Obviously such an inventory serves to structure a class discussion and to point up conflicts in values because individuals perceive with their whole experiential background, not just with their physical senses. Even interpretations of impressions gained through the physical senses can be shown to vary greatly in different observers. An experiment that highlights this truth is to ask two girls to read Betty's identical words but in different tones of voice. For instance, Nora Stirling, the author, intends Betty to be a likeable, friendly, unaffected fifteen-year old with an inherent sense of fairness. But she can also be made to sound like an erratic, selfish, highhanded character while using the same speeches.

One teacher found The Daily Special an excellent vehicle for interpreting parents to youth and youth to parents. To promote the goal of "family togetherness," one of the national program emphases of the Future Homemakers of America, the local FHA members presented the play to their own families as special guests. Time did not permit memorization of the parts but each performer previously studied the script more carefully than for merely reading it in class.

Before the presentation, the audience was broken into identity groups, making sure that all fathers did not identify with fathers, mothers with mothers, and the like. After the play, the audience was broken into discussion groups of twelve to sixteen with some fathers, mothers, daughters and sons in each group. These discussion groups tried, after considerable heated "give-and-take," to formulate some general concepts that might serve families in resolving the conflicts that naturally arise when the ideal of "togetherness" is applied to modern conditons. The goal of mature thought and action was perceived as the desirable outcome of youth experiences--often inculcated through examples of such behavior by parents.

This problem of maturity

Lack of maturity and sound judgment invariably appears in practically every problem case cited in current articles on the family. Many of the writers point out this lack in parents and other adults, as well as in teenagers. Even teachers are being criticized for "pipe" courses and lax discipline which critics of schools now perceive as undermining the strength and maturity of our youth. Attempting to assign blame, however, is a profitless activity. The problem is "How can growth toward maturity be stimulated in today's youth--and fast!"

Dr. Clark W. Blackburn reported that, as of last month, "The divorce rate for brides under twenty is three times that of the over-all national average. As many as two out of five teen-age marriages end in separation, annulment, or divorce. And divorce rates are only a partial measure of marital failures.... Most of these unlucky marriages stem from the unrealistic expectations they had of each other and of married life."

Since in many localities high school marriages have tripled during the past decade, should not home economics teachers as well as parents make an immediate effort to help their students to become more realistic in their thinking, their feelings, and their behavior? Back of the five major emphases recommended for the Illinois curriculum lies this critically important objective for all education.

- * Applying science principles to homemaking problems should contribute to students' ability to think logically
- * Studying consumer economics in home economics should increase students' ability to think critically
- * Learning the basic concepts of nutrition and other aspects of physical health should aid students in a realistic assessment of their own habits
- * Solving problems concerned with the management of resources in many situations should contribute to the balanced, sound judgments that maturity demands
- * Including human relationship considerations, often utilizing the principles of mental hygiene, in most if not all teaching units should contribute to students' development of both emotional and intellectual maturity

Is this asking too much of teachers of home economics? No more than it is too much to ask of teachers of the many subjects in secondary programs. And since applications in home economics can be made interesting to students, results tend to be more immediate and visible in actions. But Dr. Tripple's rose-colored glasses (see Vol. V, No. 1) must be abandoned forever!

Experimenting with a Variety of Teaching Methods and Materials

The Commission on National Goals makes these statements in its recent report. "The development of the individual and the nation demand that education at every level and in every discipline be strengthened and its effectiveness increased. New learning techniques must continue to be developed."

This challenge is being accepted by many researchers in education today. "Crash programs" for improved teaching of mathematics, the natural and behavioral sciences, foreign languages and other previously neglected areas of the school curriculum are balancing the development of highly selected content with innovations in teaching techniques and materials.

From Harvard University's Center for Cognitive Studies, Cambridge, to the PTA-sponsored special interest, non-credit teaching of French to some third-grade pupils, the spirit of experimentation is everywhere. Under the stimulus of the 1961 "Scope and Sequence," Illinois teachers will undoubtedly greatly increase their use and evaluation of unfamiliar techniques.

The teachers in County A had a problem

When home economics was introduced in grades eight and nine because much enlarged school units permitted separate junior and senior high schools in the school systems of the county, unexpected difficulties arose. For two years the teachers had worked to articulate the programs offered in each system at the two levels. The individuals in the group had voluntarily set up a division of labor on their common problem, and were pleased with the results of their cooperative undertaking. Consequently, when a more delicate problem became apparent in the various schools, a group dinner meeting was proposed.

During the dinner one teacher relieved the tension by sharing with them a bit of humor that she had enjoyed. For folk who had an educational problem, Dr. Paul B. Diederich listed the following possibilities.

- * Find a scapegoat and ride him. Teachers can blame administrators, administrators can blame teachers, both can blame parents, and everyone can blame the social order.
- * Say that we must not move too rapidly. This avoids the necessity of getting started.
- * Say that the problem cannot be separated from other problems; therefore, no problem can be solved until all other problems are solved.
- * Carry the problem into other fields; show that it exists everywhere, hence is of no specific concern.
- * Point out that those who see the problem do so by virtue of personality traits; e.g., they are unhappy and transfer their dissatisfaction to the area under discussion.
- * Ask what is meant by the problem. When it is clarified, there will be no time left for the answer.
- * Retreat from the problem into endless discussions of various techniques for approaching it.
- * Appoint a committee.

Another member of the group displayed a small folder which she had read about and secured for five cents from the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. She was rather diffident about displaying the title page, however. One word on it, she explained, might scare out mere classroom teachers but the content was actually very practical and had been helpful to her, at least. What was that one word? Can you decide when you read--Adventuring in Research to Improve School Practices in Homemaking Programs? The teachers in County A did readily identify it but could not care less if the folder would help them.

Procedures in solving a problem

The owner of the folder was asked to read to the group the procedures that were recommended to teachers who wanted to improve their school practices. They were delighted that the steps recommended were familiar to them, not under the name of "research" but as the processes in problem solving. The author, Dr. Selma Lippeatt, who was then in the Office of Education, Vocational Division, illustrated the steps with a teacher's problem on attendance in her adult classes. Here is a summary of the general procedures planned and carried out by the instructors in County A.

Identify the problem area

The over-all problem in the schools was a failure for learning to carry over from junior high school courses to the advanced experiences in senior high schools. It was at this point that the scope and sequence previously developed seemed to be breaking down in a most frustrating way to all concerned.

Clarify problems

During the free discussion the group attempted to identify some specific aspect in this problem area where the need seemed to be most urgent and results might be most tangible to study. Finally they formulated this question for study: What changes in teaching food preparation in grades eight and nine might increase students' retention of basic concepts and techniques when called upon to use these in senior high school?

Decide on a possible solution and state hypothesis

When a "hypothesis" was defined as a hunch or a guess as to a possible solution, the teachers agreed that they had been doing a lot of such guessing before coming to this meeting. Furthermore, they discovered that all were inclined to focus upon some kind of change in their present practice of teaching food preparation on the meal basis.

Dr. Lippeatt recommends that a hypothesis should be so stated as to imply a procedure for the experiment and a prediction of findings. Ultimately the junior and senior high school teachers in each system agreed to work together in testing the hypothesis: If considerable individual food preparation is taught, basic concepts and techniques will be learned without sacrificing the family focus.

Make preliminary decisions about methods

Dr. Lippeatt states that "The quality of an inquiry in a local situation may vary considerably. Careful planning and record-keeping will help to insure sound conclusions." A second meeting was proposed as soon as teachers had been able to develop detailed plans and ways of collecting evidences. Since food teaching at both levels had been pretty much on the meal basis, all teachers would be involved in the study.

At the next meeting each school presented their proposed try-out. As might have been expected, there was great variety in the methods of study in terms of the difficulties perceived in each classroom. A consultant was available at this meeting, and after listening to the presentations of the proposed plans, she offered the following ideas.

- * You and Research, a twenty-one page bulletin published by the American Vocational Association, Inc., states this: "The local teacher has a unique opportunity to aid in research programs because he is at the focal point of the whole education system. All useful investigation starts with a problem arising in actual experience . . . A good teacher is constantly experimenting. When a teacher recognizes a teaching problem and tries to solve it, he is researching in education."
- * Experimenting to find the answer to one small question is a realistic goal for each teacher to set. Realistic goal setting leads to more satisfactory improvement than unrealistic.
- * A precise definition for the term, "family focus," in the hypothesis is necessary before individual versus family-meal preparation can be compared in this respect. Since "family focus" would seem to involve value-systems, a definition meaningful to all participants would probably require discussion and agreement.
- * "Testing an hypothesis" is an expression of an experimental attitude, of a genuine spirit of inquiry. "Proving an hypothesis" expresses an attitude of collecting evidence to prove one is right.
- * A time limit should be considered and accepted as reasonable for the experiment; over-ambition has stopped many try-outs before they even got under way.
- * The one part of a food unit selected for study should incorporate a few basic concepts and fundamental techniques highly important for thorough mastery and later use.
- * The one innovation used in trying out the introduction of individual food preparation instead of meals on the family basis should be testable in terms of achievement in concepts and/or techniques.
- * Evidence-gathering instruments and procedures should be prepared--pre-testing to provide a base line for appraising growth, provisions for objective observations and student responses during the experimenting period, and end-testing to assess actual increases in learning.
- * Not only must the experimenting be geared into regular class work, but students can be led to understand the purpose of the experimenting, thereby increasing the interest and intelligence with which they participate.
- * Once a careful plan of step-by-step procedures has been made, experimenting will not shrink a teacher's time; it will give direction, fresh significance, and satisfaction to teaching.

Collect evidence as study progresses

Teachers, thus encouraged and guided, proceeded to try out the innovation each had planned. They discovered that the detailed record-keeping

required did demand a large amount of care and patience. But they also discovered that having such a project helped to assign priority to their work tasks and lifted their professional thought ceilings. Each one, as she tried to examine teaching results more carefully than ever before, found herself constantly thinking, "I wonder why . . . !"

Evaluate results and draw conclusions, or inferences

As individuals studied the evidence they had accumulated, they conferred with their co-workers in the same school system. Ultimately, they felt the need to again meet as a total group to hear about others' results. At this group meeting, each teacher tried to report from her experiences some guide that she believed might be inferred from her experimenting. But non-definitive results and, in a few cases, even contradictory evidence, led almost everyone to hedge cautiously and propose that she would like to try out such a guide in more situations before she'd generalize on her evidence.

Retest the hypothesis in new situations

Their earlier consultant attended this meeting to hear the various reports and stressed that, in experimenting, the emphasis was rightly upon the uniqueness of a situation rather than upon application to many situations. Dr. Lippeatt points out that the results of one experiment will not necessarily apply in other situations or even in identical situations. For example, the inferences from an experiment with students in junior high school might be patently untrue in a senior high school situation. Results might be different in different years, different communities, etc.

All the teachers of County A realized that both they and their interested students had grown during the experimenting. Moreover, they had some thoughtfully considered guides to improve their own teaching and their students' learning. But no answer had been really found as to whether individual food preparation would provide for more thorough learning than would the teaching of foods entirely on the meal basis. Nor would it be possible to compare the degree of family focus even though the same students should study another unit with all food preparation on the meal basis. They recognized that they had not and could not "establish truth" as a laboratory scientist could do with a comparison of two definitely controlled variables between which cause-and-effect relationships could be established.

Nevertheless, all the teachers expressed a desire to continue trying out methods of teaching with some possibly promising new variation "just for the fun of it," as one enthusiastic member of the group remarked. Their zest was well expressed by Stephen Corey in his 1953 history-making small volume, Action Research to Improve School Practice. "Our schools cannot keep up with the life they are supposed to sustain and improve unless teachers, supervisors, administrators, and school patrons continuously examine what they are doing. Singly and in groups, they must use their imaginations creatively and constructively to identify the practices that give better promise, and methodically and systematically gather evidence to test their work."

No limit to experimenting with unfamiliar methods and materials

Notice that the methods and materials do not have to be brand new--only new to you. Nor is a group approach as common as is that of one teacher trying out whatever appeals to her. Actually, although basically every instructor in County A was introducing an increased amount of individual food preparation, the ways in which they accomplished this were as different as were the teachers themselves. This freedom is essential because any kind of classroom experimenting is a creative experience.

There are several reasons why most teachers are inclined to try out something different in methods and/or materials before they tackle innovations in other aspects of instruction. Results tend to be reasonably tangible and evident in a rather short time, at least superficially. Students can be taken into the confidence of a teacher; they are usually keenly interested and thoughtfully introspective of what is happening to them as they learn or fail to do so. Many parents have expressed appreciation that teachers would consider their children important enough that they are seriously trying to improve their learning in some new way.

To provide proper safeguards for students' learning is relatively easy. "Proper" implies that students' learning will be equal even though different from the usual pattern. And the new pattern is in the direction of what promises improvement in the future or obviously no experiment would be undertaken. High school principals are now attending meetings where there is constant emphasis upon experimenting so that they are almost certain to welcome a report of such a proposal from a teacher providing these proper safeguards are made clear.

To sift or not to sift

Experimentation is the order of the day--for students as well as teachers. If a report on some new finding from a research center appears in a local paper, some alert student may bring it to school to inquire, "Is this really true?" An inquiry of this sort should be accepted with alacrity, even though the verification may have to be postponed somewhat. You'll understand why if you'll recall the joke, "Nowadays when Mother's bread doesn't rise, she knows there's something wrong with the toaster." Genuine challenges in terms of experimentation are hard to find in today's homes. Too often the problems are like the disappointing toaster--too costly and technical to be undertaken in a spirit of experimentation.

However, at the moment a somewhat controversial question seems to have arisen concerning the need for sifting flour to be used in baking. Three large flour producers, all located in Minneapolis, have issued statements. One appeared in the September-October, 1961 issue of Tasty Talk, a free publication from the Pillsbury Junior Home Service Center. Another has appeared in the advertisements of Robin Hood Flour; this company offers a free-loan filmstrip on no-sift baking. In the October, 1961 issue of Practical Home Economics there is described the clear step-by-step procedure by which General Mills experimented and evolved their present stand on the no-sift method. A page of tested recipes which use the "dip" method of measuring flour is also provided.

Honest but different statements are more and more likely to confuse the homemaker of the future as rapid technological changes occur. To learn the process of experimenting in order to arrive at warranted conclusions for themselves, students may replicate the procedures followed at a professional level of research by General Mills' product control flour specialists and home economists in the Betty Crocker experimental kitchens. These procedures are suggested.

- * Class members personally provide frank answers to the following questions.

When you are baking at home, do you sift the flour at least once?
Why is flour supposed to be sifted?
How is flour supposed to be sifted?
Do you think sifting is necessary?
If so, for what products in cooking?

- * Individual students use these same queries to interview as many homemakers as possible over a week-end.
- * Class tabulate and summarize results of homemaker interviews. Instead of a direct question on "Do you like to sift flour?" they may work on the assumption that, with sifting specified in most recipes, a failure to sift may indicate that they probably do not enjoy the process.
- * Results percentagewise may be compared:

With findings from the General Mills surveys
With findings from homemaker interviews
With findings from their own reactions

- * Working in pairs, students may compare the weight of a cup of flour that has been sifted, spooned into the cup, and leveled with the weight of a cup dipped into the flour (See Co-ed, page 34 for pictorial directions on this process) and similarly leveled. Record all weights in a chart on the chalkboard.
- * Students analyze together the results in the chart:

What is the average weight of each type of measuring?
What is the range of weights in each type of measuring?
To what might these individual differences be due?
What conclusions seem to be warranted from this experimenting?

Discussion on these results give the instructor the opportunity to stress the strengths and weaknesses of testing by individuals, the desirability of suspended judgment, the necessity for logical and critical thinking by each homemaker.

- * Again working in pairs students may employ the sift and no-sift measuring in the preparation of sugar cookies, drop cookies, pie crust, and a simple butter cake. Standard recipes should be used. Other pairs of students may prepare the Thumbprint Cookies and Jack Horner Cake recipes provided by General Mills on page 37 of Practical Home Economics this month, using both methods of measuring flour.

- * The class is now ready to examine critically the paired results on the characteristics of the products that might have been due to differences in the measuring of flour. Obviously this will be far from "scientific" appraisal but defensible from the practical point of view since inconsistencies in measuring and ineptness in handling may occur with either type of flour measuring. Summarize conclusions.

If a teacher's primary goal were to teach cooking, all this time and effort could not be justified. However, according to the Educational Policies Commission, the central purpose of all American education should be developing the ability to think. If a teacher accepts this, she will realize that teaching the processes of experimenting, comparing, and drawing tentative conclusions concerning "to sift or not to sift" is very much in line with the "central purpose" of the Commission. Speaking practically, is it not very much to everybody's advantage to try to reduce the time required for "cooking from scratch" just as high school clothing construction has been revitalized by the introduction of the Bishop Method?

Teaching science facts and principles through home economics

The theme of the programs at the annual meeting of the Home Economics Sections of the American Vocational Association was "Home Economics in a Scientific World." Those attending left the meetings with some very clear-cut and urgent "whys" and "hows." But observing science in action in a home-making classroom is still too rare a phenomenon, alas.

We would like to share with you from the Idea Mart of the New York Bureau of Home Economics Education a report on the promising practices of Mrs. Rose M. Kuczma of Eastchester High School. However she may have evolved her techniques, they are very much in harmony with those being employed in the national research projects on the teaching of sciences, as now being carried on at the University of Illinois.

"THE EXPERIMENTAL APPROACH. . . .With a class of eighth graders, heterogenously grouped, teacher and students have developed a unit entitled "Keeping Healthy and Attractive" (Within - through nutrition and Without - through textiles, color and illusion Nutrition is taught with consideration for simple molecular structure of foods and body cells that students may understand how the chemistry of the body may be upset by "crash" diets and other irregularities in eating. Using gumdrops as atoms and toothpicks as bonds, students build models of food structure, incidentally learning the composition of many foods.

Simple testing of foodstuffs and use of the microscope add a zest to the subject often thought of as dull. The same approach is used for textiles, color and optical illusion. Students are helped to see that fiber and foods are closely related: for example, the protein in either is affected by heat. In color, actual paints are used and color schemes developed. Experimentation is encouraged, particularly relating to after-image, absorption and reflection of wave lengths. Final application is made to self and home. Experience gained from previous units on management of time, energy, ability, money and material things, and knowledge and experience of others is applied in conducting experiments to achieve the goal of becoming better consumers in the world of today and tomorrow."

Adding depth to the teaching of tableware and other home furnishings

The quality of the instructional aids being produced by commercial companies and organizations seems to be reaching an all-time high. One outstanding example of this quality is being offered to home economics teachers by the American Cyanamid Company, Plastics and Resins Division, Wallingford, Connecticut. At present their offering consists of the following materials.

- One handsome and informative booklet, Design for Dining, planned as a teacher reference and as a resource for students
- One teacher's reference, The Making of Melmac Dinnerware, providing her with authoritative technical facts on the manufacture of this modern and popular type of tableware
- One wall chart, "A Guide to Easier Dishwashing"
- Any number of an extremely well-developed personal record booklet, You and Your Tableware Trousseau, a colorful, charmingly illustrated, and educationally superior learning device for each student in a class

To those who have examined and tried in use these new materials, they seem to have the following commendable characteristics.

- * Many of the basic concepts presented apply equally to all phases of furnishing a home. Some of these deal with fundamental considerations in long-range planning, and criteria for selection set up in the form of a brief, useful check list
- * In the personal record booklet, individuality is warmly encouraged but not impulsive emotional response without thinking through various aspects of a choice
- * Thoughtful analysis of self is provided through some typical choice-making decisions in the form of multiple choice questions, accompanied by interpretations of what various choices may mean for future planning
- * Not only minimum essentials in subject matter are demanded but reasons for choices in dinnerware, linen, glassware and flatware.
- * Although the American Cyanamid Company produces the plastic from which melamine dinnerware is made by some seventeen manufacturers, the entire range of materials used in the manufacture of dinnerware is presented without bias.
- * Through the wide range of prices in Melmac dinnerware produced by the various manufacturers listed in Design for Dining, the material is flexible in its adaptability to different socio-economic levels.
- * Management of resources through organized pre-planning is promoted through asking each student to prepare a time table for future purchases in terms of cost and number of pieces.

We believe that you will agree that these materials seem to meet unusually well the criteria for instructional aids sought by teachers. We would like to propose that you experiment with injecting into your use of these excellent aids an additional element to give further depth to students'

learning. As home economists we recognize and accept our responsibility for helping students identify, clarify, and evaluate the values they hold. Inevitably cherished beliefs operate in the type of decision making required in using the personal record booklet. No matter how intellectual an approach may be, values get into the picture whenever a personal choice about which an individual cares is to be made.

Just as in the experimenting of the teachers in County A, great flexibility is possible in the ways values inherent in these instructional materials may be explored. Nearly always a smart teacher first explores her own values, we are told. Take a good long look at your own table appointments. What values were operating when you chose your favorites? What influenced you to select those never-used purchases at the back of the cupboard? How did you acquire these different values? How has it happened that you have changed some of your values? In answering such probing questions, use Ralph McGill's rule for successful journalists: "Never lie to yourself. Be sufficiently objective to look a conclusion in the eye."

But you need, also, to understand as well as you can, the values of teen-agers. If you can locate a copy in any library, some time spent on The Adolescent Society, James S. Coleman, The Free Press, Glencoe, Illinois, 1961, \$6.95, will be most rewarding. Although this is a report on a comprehensive research project, you will hate to lay it down! Similarities and differences in values and aspirations of students in ten typical but highly diverse high schools make fascinating and helpful reading. The illumination of boys' values is particularly worthwhile for a teacher of home economics or she may fall into the error of ignoring the preferences of the girls' fiancées.

Before the students are introduced to the booklet, You and Your Tableware Trousseau, they may be asked to react to an Attitude Inventory which will stimulate attention during the examination of the personal record sheets. Here are some items that may be included:

Statements	Agree	Disagree
1. One set of dishes should be used for all occasions		
2. Company should be served on "company" china		
3. Flatware used for everyday use may be stainless steel		
4. For company meals one should use silver plate or sterling		
5. Dishes of plastic are fine for everyday meals		
6. Dishes of plastic are fine for company service		
7. Place mats are for eating in the kitchen		
8. The price of tableware shows one's social standing		

Teachers who know the home background of their students may wish to add some items that are closer to reality than the examples in the booklet, Design for Dining, in order to insure right from the first acceptance of a wide range of standards. As teaching aids go, this booklet sets up modest and flexible standards. But in some communities such an item as "Glasses which come with a product in them (cheese, peanut butter, etc.) are suitable for everyday and company use" would be needed to free students from a sense of inadequacy. Even students from pitiful homes in the slums want very much

to learn how to live better but, if family loyalty and privacy are invaded, they are likely to display hostile rejection of the whole project.

At what particular point the personal record sheet should be filled out by each student will vary with situations. Some instructors may have this experience serve as something of a pre-test on relevant knowledge and values. If it precedes any organized study in class, desires and dreams will probably dominate the results. Such expression may be useful in helping individuals identify and clarify their own value system. Then after thorough study and discussion of basic concepts as well as preferences, these same students may wish to go back to their original choices and reassess the values and possible errors in judgment due to ignorance that they represent.

Other teachers may use the personal record sheets as a sort of culminating activity after students have been exposed to information from reading, observations on field trips, applications in the classroom. As a study of each type of tableware is concluded, the student may complete that section of her personal record booklet. As Design for Dining suggests, each girl can thus take away with her a carefully thought-out plan for coordinated future purchases. Strange as it may seem to many teachers, girls in the units where this project would be studied are in grades ten, eleven and twelve and almost half of them will be married and establishing homes before they are out of their teens.

In all class discussions, teacher and students should become increasingly aware of both emotionally weighted preferences and values and basic concepts with their supporting facts. Such discussions offer an instructor a good opportunity to sharpen the sensitivity of individuals to the recognition of a factual statement as opposed to a value judgment. Both are rightfully employed in reaching many decisions, but everyone should know when thinking is largely influenced by emotional values and when by logical reasoning.

There is just a possibility that the American Cyanamid Company may later make available to home economics teachers a filmstrip that will depict in action the choice making involved in the personal record booklet. In our estimation such a visual aid would help tremendously in enriching the study of values through this tableware project. If this dream eventually becomes a reality, we shall try to inform you as to the basis on which the filmstrip may be secured.

Injecting value study into one aspect of clothing selection

A new full-color filmstrip is being offered free from the Audio-Visual School Service, 386 Fourth Avenue, New York 16, New York. The title is "Furs--Fashions, Selection and Care." For the teacher of clothing selection this filmstrip can be made to yield much the same kind of stimulating conflict-of-values perceptions as the project on tableware, if garments of "fabric fur" are brought in for contrast. "Real" furs, especially when pictured in lovely color, have the same snob appeal as sterling silver in flatware. With fur trimmings on coats and even dresses fashionable this season, youngsters may find themselves still paying for a rabbit skin so worn that it has had to be removed, just as not long ago sterling silver "clubs" drained the meager incomes of many Illinois youth.

To be fair to the Fur Information and Fashion Council which has prepared this filmstrip and an accompanying teacher's manual that offers much up-to-date and authentic guidance, when and where furs can be worn appropriately, as well as the necessary care, should be stressed in using this visual aid. With elegance the theme of today's fashion, some functioning knowledge of furs would seem a part of general education in a special-interest semester course in clothing, particularly where enrollees are likely to be college-bound girls. At the same time, because of their feminine appeal, a limited study of furs can give students practice in weighing values before being tempted into unwise impulse buying.

The pay-off from reflective thinking

Maximum benefit from any activity, whether reading these examples of experimenting with unfamiliar methods or trying out your own ideas, can be gained only if time for reflective thinking is available and used. One challenging mental exercise would be to review the seven steps recommended by Dr. Lippeatt, as given in the description of the cooperative studies made by teachers of County A, then try to imagine the procedures you would use if you were attempting to collect evidence, evaluate results, and retest the suggested lessons on flour measuring, tableware, or furs. We all know that these last three steps are essential before even clues to what was achieved, much less firm conclusions, can be drawn.

Fundamentally, home economists seem to be ladies of action. We find bustling through school activities stimulating and satisfying. To sit quietly and attempt to do reflective thinking about our teaching is something else again for every one of us. Yet reflective thinking is probably at the base of most improved school practices. The very fact that you have found time for this article (which is no hammock reading) suggests that YOU value thinking about your teaching and how you can improve it.

Utilizing Different Kinds of Evaluation Instruments

Since evaluation is an integral part of all teaching and one of our most effective teaching methods, separating it from the previous section may seem strange. Exploring a variety of fresh possibilities did seem called for, however, because of its strategic importance in trying to draw any sound conclusions from "trying something different." Dr. Sara Blackwell, writing on the problems of action research in the January, 1961, issue of the American Vocational Journal, declares that "In home economics, at least, few of the professional research workers and full-time graduate students have come up with instruments of high quality." She continues, "Have we any right to expect the classroom teacher to solve the measurement problems that baffle the experts?"

Quite clearly the answer to Dr. Blackwell's rhetorical question is "No." Nor do the suggestions that follow meet her standards in terms of research, action, or otherwise. However, choice as to methods and materials of appraisal remains a worrisome problem of every classroom teacher, but her evaluation of student progress fortunately is likely to be aided by her intimate awareness of changes over a considerable period. Such teachers might be able to experiment with one or more of the following suggestions quite effectively.

Up-dating instruments formerly used

As has been previously noted, the measure of goodness in education is not in the amount of material covered but in how well it equips students to go on learning in the future. New emphases in the objectives of home economics require a "new look" in familiar instruments.

For example, let us consider the appraisal devices commonly used in a unit on clothing construction. Only as technology radically alters procedures will technical score sheets on individual processes change. But the result of using these tends to be fragmentary unless some over-all goals of learning from the experience are clearly spelled out for students. Indeed, these must be developed before activity starts if grading on this basis is to be fair.

Here is a "Score Sheet on Garment Making" that can be used repeatedly, thus providing a record on future growth. The form is the same as the "Hornby Score Sheet for a Bishop-Method Skirt," as reproduced on pages 319-321 of Hall and Paolucci's Teaching Home Economics. Since students have to be thoroughly taught to use a new form of an evaluation instrument, utilizing the same form is an efficiency measure.

Directions: Score yourself on each item, rating 10, 20, or 30 depending upon whether your behavior corresponds to the description in the left-hand column, or in the right-hand column, or falls between the two. Record score in the space provided for it. Total your scores, then analyze next steps for your improvement.

SCORE SHEET ON GARMENT MAKING

Person rated _____ Date started _____
Class _____ School _____ Date completed _____

Descriptions	10	20	30	Score
--------------	----	----	----	-------

Human Relations

- | | | |
|---|--|----------|
| 1. Makes plans and purchases with no consideration of others | Plans cost of garment in relation to family's income and needs | 1. _____ |
| 2. Is selfish, disagreeable in working with others | Works pleasantly, cooperatively with others | 2. _____ |
| 3. Appears thoughtless about sharing equipment | Shares equipment willingly and fairly | 3. _____ |
| 4. Fails to encourage or assist others when capable of doing so | Uses ability to help and stimulate others | 4. _____ |
| 5. Interferes with others' progress to satisfy own desire for companionship | Recognizes others' need for concentration as well as own | 5. _____ |
| 6. Evidences dissatisfaction with her finished garment | Wears finished garment with pride and pleasure | 6. _____ |

Description	10	20	30	Score
<u>Management of Resources</u>				
7. Requires directions and reminders about planning time		Plans time independently and thoughtfully	7.	_____
8. Wastes time and motion during construction periods		Uses elimination, rearrangement, simplification, and combination to save motions	8.	_____
9. Allows unnecessary items, general confusion in work area		Arranges systematically in work area needed supplies, equipment	9.	_____
10. Dumps rather than arranges supplies in tote drawer		Keeps tote drawer neat and in order	10.	_____
11. Is slow and careless in cleaning up at close of period		Is dependable and prompt in clean-up responsibilities	11.	_____
12. Brings poorly chosen equipment and supplies, often late or missing		Selects equipment and supplies promptly and wisely	12.	_____
13. Is negligent in care of equipment		Is reliable in care of equipment	13.	_____
14. Needs constant, watchful guidance after class directions have been given		Makes sure understands directions, then works independently	14.	_____
15. Ignores guide sheet in favor of waiting turn to ask questions		Uses and interprets guide sheet to the degree ability permits	15.	_____
16. Follows teacher's directions without understanding or accuracy		Interprets teacher's directions for self up to limit of capacity	16.	_____
17. Shows little or no ability to adjust to emergencies		Uses resources available in adjusting to emergencies	17.	_____
<u>Consumer Economics</u>				
18. Seems unaware or careless of the value of money		Perceives place of expenditures for garment in relation to total money available	18.	_____
19. Buys fabrics and pattern with little consideration of facts and principles taught in class		Applies knowledge of color, line, figure, and personality to the selection of pattern and fabric	19.	_____
20. Does not inquire into fiber content and fabric characteristics when buying		Understands fiber and fabric in terms of use planned for garment	20.	_____
21. Fails to investigate the ease and cost of upkeep of fabric and style		Insures reasonable upkeep costs in time, money, skill through thoughtful selection	21.	_____
22. Wastes money on unsuitable and unsatisfactory findings		Selects findings appropriate to fabric, style, and use	22.	_____
23. Refuses to accept implications from performance pre-test in deciding on pattern and fabric		Plans fabric and pattern within limits of own construction ability	23.	_____

Descriptions	10	20	30	Score
--------------	----	----	----	-------

Consumer Economics (continued)

- | | | |
|--|--|-----------|
| 24. Selects a high fashion pattern too extreme to remain in style long | Chooses a smart style but conservative enough to remain in style as long as fabric lasts | 24. _____ |
| 25. Lets garment get soiled and worn looking during construction | Keeps garment clean, pressed, new looking during construction | 25. _____ |

Health and Fitness

- | | | |
|---|---|-----------|
| 26. Selects a fabric and style unsuited to weather and use | Considers principles of hygiene of clothing in making selections | 26. _____ |
| 27. Works intermittently and half-heartedly | Works steadily toward recognized goals | 27. _____ |
| 28. Seems uncomfortable in wearing garment, due to poor fit and workmanship | Holds self to good standards of fit and workmanship with resulting satisfaction | 28. _____ |

Applied Sciences

- | | | |
|--|--|-----------|
| 29. Uses poor techniques in pressing fabric during construction | Understands and follows label directions for care of fabric | 29. _____ |
| 30. Abuses machine and other equipment, as leaving water in iron | Applies physics principles to care of equipment used in classroom | 30. _____ |
| 31. Fails to see relationship between finish of fabric and methods of handling | Is aware of implications for handling of any fabric with chemically treated finish | 31. _____ |
| 32. Is unable to describe exact steps in cleaning finished garment | Knows correct procedures for cleaning garment and reasons for these | 32. _____ |

Total possible score--32 x 30 = 960	Total score of person rated _____
-------------------------------------	-----------------------------------

Two suggestions for use of this Score Sheet may be offered. If students have difficulty with the arbitrarily assigned weightings--10, 20, and 30--they may be reduced to 1, 2, and 3 for simplification. Why not try both types of weightings and compare results for discrimination in judging and accuracy in arithmetic?

The length of this Score Sheet may bother you. It would bother your students, too. This form is a resource from which a teacher may select those items most necessary for a project and in terms of students' ability. Eventually, with the expected sequential increase in difficulty, students should be able to understand and use all of the items. The term "resource" also is meant to imply that even beginning sewers may use a part or the whole of the Score Sheet from which to develop their own meaningful form before starting their projects. Remember, the major emphases recommended are goals for the students, as well as for the teacher!

Experimenting with unfamiliar programming devices

Unfortunately, as is all too apparent in the preceding Score Sheet, forms of classroom appraisal require a great deal of space in an article such as this. We are forced to confine our suggestions henceforth to descriptions of some possibilities, but we are hopeful that our readers will carry the ideas further.

Almost every school in Illinois, we are told, has, or will have soon, mechanical aids to students' learning in one form or another. The latest to arrive are teaching machines, as discussed by Dr. Henrietta Fleck in the October, 1961 issue of Forecast. One might infer from Dr. Fleck's article that right now she has some reservations about the desirability of using teaching machines. However, we suspect that we might well be doing some experimenting with the fundamental concepts just in case we should face a programmed course in home economics in the not-too-distant future.

Research in the preparation and use of a scatter-book in home economics is under way at Purdue University but nothing is known to be now available to teachers, either in the form of scatter-books or programmed cards for machines. However, any teacher and her students can set up a sequence of questions on cards, with space for a student's name on each, and the correct answers on other cards.

As far as is now known, programmed cards are most easily prepared for factual items. Some classroom try-outs seem to indicate that such items are most likely to be found in subject matter giving fairly standardized steps in the procedure of doing a job or in charted content now frequently appearing in up-to-date texts. For instance, students in junior high school could be asked (1) What is the first step in cleaning after a meal, assuming all soiled equipment has been assembled at or near a sink? (2) What is the second step? etc. Each student writes her answer to question (1), then compares it with the correct-answer card. If her answer is wrong, she returns to question (1) and tries again. If her answer is correct, she moves on to question (2). The same technique can be utilized in students' self-checking of the steps in making a simple garment, washing a wool sweater, ironing a dress, dusting a room, making a bed, and a host of other activities presented especially well in today's texts for junior high schools.

So far, so good! Even a few try-outs, however, indicate that this process is not without its difficulties. A case situation must be provided before any sequence of programmed cards. Teachers are finding it hard to include every detail, but not one unnecessary word, required to justify so-called "correct" procedures in efficient order. For instance, in the example on dishwashing, the assumption stated was finally evolved as adequate. Such controlling descriptions are necessary because few procedures in home-making activities are completely standardized. Yet so vital is learning to think and act in an organized fashion that all the effort seems worthwhile for students' self-teaching. Coming from you, the insistence on sequential and accurate thinking might be considered nagging; under the publicized term, "teaching machine," the experience seems new and interesting.

Charts of facts dealing with textiles, nutrition, child development, and similar essential subject matter provide materials for readily formulated

questions. The difficulty here lies in judging what detailed facts are essential now and for the foreseeable future. For instance, would you consider essential all, some, or none of the facts charted in the "Materials Guide for Selection and Care of Equipment" found on pages 169-173 of Fitzsimmons and White's Management for You? If, as Dr. Patricia Tripple has suggested in the October, 1961 Journal of Home Economics, students were to study home economics for only one year or even one semester, the source of such information rather than the facts would appear to be the thing to teach. On the other hand, if students seem to be the type who would be unlikely to seek out a source of knowledge, but are spending more time in studying home economics, a teacher's decision might well be different.

Experimenting with devices that challenge imagination and resourcefulness

In the proposed ninth grade unit, "Management in Relation to Personal Goals," most students report as a persistent problem the length of time required for getting ready for school each morning--and other family members complain of the way girls monopolize the home bathroom. Why not ask these students to write in a stated number of minutes every possible constructive suggestion for increasing a girl's efficiency in such a situation? As a pre-test this would represent a "brain-storming" technique. At the close of the unit, it could represent application of principles. At any time such a challenge would provide clues to an individual's resourcefulness in thinking.

In the tenth grade unit, "Spending for Family Foods and Entertaining," non-laboratory lessons need to be "spiced up" to maintain students' interest as well as challenge their thinking. One teacher employed this brief rhyme, Mary's Lamb, by Georgia Starbuck Galbraith to challenge students' resourcefulness in an emergency.

"Mary had a little lamb,
For two 'twas scarcely ample.
And that was the night her spouse brought home
Two old school cronies, a
customer from Dubuque,
the boss, a taxi driver, and
an unidentified man with
bifocals and hiccups, to give them
of Mary's cooking an impromptu sample!"

The teacher added, "Mary's husband did remember to call her at four o'clock to let her know his plans for their six o'clock dinner. If you were Mary, describe in order exactly how you would use those two hours." One student promptly declared she would go home to mother! But eventually some amazingly varied plans were made for meeting the same situation.

Many values concerning family relationships, money, managerial and other homemaking skills are revealed through such "pressured" thinking on both of the problems mentioned. Many facts, right or wrong, and processes of thinking, evident in the replies, also merit a teacher's analysis. With their almost total lack of structure, such questions give freedom for creative thinking--perhaps their strongest asset. The answers can be scored on

(1) frequency or fluency, (2) variety or flexibility, and (3) uniqueness, as was described in Vol. IV, no. 9, Illinois Teacher of Home Economics. Scored or merely assessed through careful reading, replies are practically certain to provide some surprising and valuable clues to the multisided thinking of students. On such clues the alert teacher can build for further strength in an individual.

Trying to interpret home economics to a community through appraisal

Some home economics teachers are satisfied with the reasoning, "But they don't understand us!" when critics of public schools assail their field. Others recognize that, if this is true, the fault may lie with a lack of interpretations to the public. Facts convince! And what is a better source of facts than results from appraisal instruments?

Several home economics teachers, whose files hold past examinations used in the General Mills' Betty Crocker Search, have tried an interesting experiment in public interpretation. All invited the mothers of their students to a "Fun Test." Some selected items from several tests; others used intact the test for one year. Mothers and students took the tests together one afternoon in a large study hall. When finished, all checked their errors as the teacher read the correct answers.

In most cases the scores of the two groups were very similar. The mothers shone on the practicalities included, the students on the facts of subject matter such as nutritional values. Mothers saw separate roles for husbands and wives in the realm of family decision-making. Students perceived those roles as more flexible and marriage as a partnership, but they were apparently intent on following in their mother's footsteps in the ways of rearing children. Neither group was informed on community or world affairs, and apparently could not have cared less!

Needless to say, even though no one had to reveal any of her answers, the discussion on the over-all results and comparisons was lively, the interpretation of home economics interesting and convincing to the mothers. The fact that the mothers outshone the daughters on computation problems led them to urge the teachers to include more emphasis on management of money. But no teacher's questions, direct or indirect, persuaded the mothers or their daughters that information on the world about them and the role of women in it should be included in the study of home economics. Has this too long been a blind spot of most girls and women?

A minor but effective use of tests for the purpose of interpreting home economics to mothers is the practice of administering to students choosing a home project an objective test on the understandings and abilities involved. This came about first when teachers discovered that home projects at the different educational levels were limited in number, and that students needed to know certain essentials before undertaking independent work. Errors are marked and the correct answer written on the test, as well as being retaught.

The student then takes the corrected test home as a guide. When there is any difference of opinion between daughter and mother, the concise information on the test proves its usefulness. Moreover, the mother may well gain an increased respect for the excellence and worthwhileness of the course. Occasionally, they will even admit to getting a new idea for themselves out of the experience!

In some communities young homemakers express regret that they failed to elect home economics in high school. In other localities young mothers who employ baby sitters are keenly critical of the baby sitting and the school's failure to teach this aspect of home economics. Some teachers, aware of such criticism, have tried to meet it by having child development classes prepare, duplicate and sell a baby sitter's manual. After the resources of the local libraries and resource persons have been exhausted for pertinent subject matter, a class may be divided into committees for writing sections of the manual that deal with techniques for children of different ages.

When students have put forth their best efforts and results are typed, the teacher can provide three professional guides against which students' productions can be measured. These three guides are titled, respectively, Taking Care of a Baby, Taking Care of a Pre-School Child, and Taking Care of a School Age Child. The set costs only seventy-five cents and can be secured by writing to CHILD CARE BOOKLETS, Women's Community Building, 100 West Seneca Street, Ithaca, New York. Some one is sure to inquire, "Why did we go to the trouble to produce ours when these are available?" Here is a teacher's opportunity to explain the need for convincing doubtful employers of the excellence of students' knowledge, which a booklet from Cornell University could never do. She need not mention the added rigor introduced through the painstaking study required in the preparation of the manual, but adults in the community will readily recognize it.

Action Research--Yes or No?

We have been asked, "Is experimenting action research?" To try to answer this question, let us review the steps in carrying out a study recommended by Dr. Lippeatt, as discussed earlier in this article.

* Identify problem area

Quite obviously any teacher who "tries something different" is feeling a little concern about some area of her teaching or she would not be looking for new ideas.

* Clarify problems

After considering the general nature of her problem area, a teacher tries to identify some specific focus for improvement that she thinks she might do something about.

* Decide on a possible solution and state hypothesis

Whenever a teacher somehow acquires an idea that seems to hold some promise for improving her practices, she may or may not write on paper this hunch or guess but she has to have it or her activity stops right there. Just as a budget that gets on paper is an asset, so is a clearly formulated hypothesis for experimenting. In practice, most budgets and hypotheses never get on paper in a formal composition.

* Make preliminary decisions about methods

First of all, you have probably noticed that we are assuming that the alert teacher reads up-to-the-minute materials in thinking through exactly what she might do. In the process she evolves clear-cut understandings of the meanings of key words and concepts.

Secondly, the teacher surveys various possibilities and decides on the choice that seems to best fit into her own situation. Actually, if a teacher reads an idea in this article that she thinks might be helpful, she probably will identify and clarify it as it relates to some recognized need of hers, then figure out local adjustments that she wants to make in using it. Do you see that she mixes up the "proper" sequence listed here--and will be just as likely to have success!

Third, decisions have to be made about data needed as evidence and instruments have to be prepared for collecting such data. Right here the experimenter begins to part company from the person doing action research. Our reader-critics of this article uniformly advised offering more ideas for trying something different at the expense of lengthy development of one or two action research projects.

But always, experimentation!

Only an occasional teacher will continue through Dr. Lippeatt's last three steps--collecting evidence, evaluating results, drawing conclusions, then re-testing--at the level of action research. But that should not discourage even one of us from enjoying the zestful adventure of experimenting! The important point is not how nearly "trying something different this year" approaches a strictly interpreted definition of action research, but how much the teacher grows through the experience.

After teachers have experimented with ideas that are new, at least to them, they usually make such comments as the following:

"It is so different when you find it out for yourself! Then it's fun!"

"After using more evaluation instruments, I feel that I know better what I'm looking for in my results."

"My first try-out was such a flop that it made me realize how deep was the comfortable rut into which I had sunk."

"My students' enthusiasm for the different method so startled me that I saw what a lot of satisfaction all of us had been losing out on because of a failure to offer variety."

So let us call trying something different an "action technique" rather than action research. There is nothing wrong in admitting weaknesses in our instruments and procedures if they are the best currently available. Recall the old maxim that a man must learn to walk before he can run. With creative imagination and constructive practice, we may later learn to run.

IMPORTANT NOTICE

Previous Issues

The unexpectedly large demand for back issues of the Illinois Teacher has so greatly depleted our available stock that reprinting has been required.

All issues of Volume IV have been reprinted and are now available.

All issues of Volumes I, II, and III we hope to have available by February 1, 1962.

Beginning with this school year 1961-1962 we are forced, because of the increased cost of reprinting, to charge a proportionately larger amount for all back issues of the Illinois Teacher. The prices will be as follows.

Complete volumes will be \$3.00 each. This will apply to the back Volumes I, II, III, and IV.

Single Issues will be fifty cents per copy. This will apply to all single issues in the back Volumes I, II, III, and IV.

Volume V Issues

During this school year the prices for Volume V issues will be as follows.

Complete volumes will be \$3.00 each.

Single issues will be fifty cents each.

Suggestions to Subscribers

If you fail to receive an issue, we shall appreciate hearing from you fairly promptly. This is the only way we can detect an error at the mailing center.

If you find any copy which you receive incomplete, please notify us as soon as possible and a perfect copy will be exchanged for the imperfect one. The printers and assemblers of Cushing-Malloy, Inc. are, like the rest of us, prone to an occasional error. But both the company and the University of Illinois earnestly desire to give you satisfactory service.

If you are asked whether subscriptions for Volume V, 1961-1962, are still available, the answer is that subscriptions may be opened at any time for all nine issues of Volume V; earlier issues will be mailed to a new subscriber as promptly as possible.



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ILLINOIS TEACHER OF HOME ECONOMICS

VENTURING IN DEMOCRATIC VALUES THROUGH ROLE-PLAYING

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 3; November, 1961. Published
nine times each year by the University of
Illinois. Entered as second-class matter
December 11, 1912, at the post office at Urbana,
Illinois, under the Act of August 24, 1912.
Office of Home Economics Education, 334 Gregory
Hall, Urbana, Illinois

VENTURING IN DEMOCRATIC VALUES THROUGH ROLE-PLAYING

Alice Orphanos, Farragut High School, Chicago, Illinois

Amy Paula, Supervisor of Home Economics, Chicago Board of Education

We have heard it said that Ralph Waldo Emerson once visited a school room and, upon leaving, commented to the teacher, "Madam! You are trying to make all these children just like you. One of you is enough!"

The value of differences is to be cherished rather than lamented in the training of youth for a changing tomorrow. A forward-looking democracy must rest upon the solid basis of an enlightened citizenry. Victory is not won by stronger muscles, sharper claws, and greater bulk, but by mutual helpfulness and responsibility for the brotherhood of man. For this reason, special attention is given to the necessity of including democratic values and practices in present-day teaching to maintain fundamental liberties.

The teaching technique, role-playing, is advocated as one dynamic method of furthering self-direction of students. Its unique quality stimulates active group discussion. The study of values, within this democratic atmosphere, allows for the realities of our day to be exposed and faced objectively.

The problems of the day demand man's best efforts, and man's values are reflected in his actions.

"We hate you and we'll kill you." - Extermination

"We hate you but we'll use you." - Exploitation

"We don't like you, but we'll let you alone." - Toleration

"You're different, but we know your worth." - Appreciation

"We appreciate you and will do what we can to help you realize all your latent powers and capacities." - Creative Development

Yes, we are a democracy because the final power to govern rests with the people. National solidarity rests squarely on the welfare and integrity of man and his family--the one value that has been the crux of the home economics profession since its beginning. The qualities and values which center in the home determine directly the quality and permanence of civilization.

The contents of this article are organized into four areas. These are:

Values and Change in a Democratic Society

The Teaching, the Teacher, the Teen

Role-playing Endorsed in a Democratic Society

Dynamics of Group Discussion in a Democratic Society

Values and Change in a Democratic Society



Only through constructive values and actions will man help to alleviate the ills of mankind. And here lies the strength of democracy! Political and economic forms are not isolated from our values--for the American tradition deplores suppression, intimidation, and terrorism.

Democracy promotes ideals of tolerance and popular enlightenment. It permits the individual to make up his own mind free from indoctrination. Democracy recognizes that no man should be granted the power to curtail basic freedoms. Lord Acton once said, "Power corrupts and absolute power corrupts absolutely."

Every teacher faces the inevitable task of setting the scene for her students so that they have the experiences through which values desirable in a democracy can be developed. Teachers of home and family living particularly feel this responsibility since values concerned with personal living are emotionally weighted and difficult to change.

Democratic learning experiences

"Let all that breathe partake!
Let Freedom ring!"

These words of rejoicing in freedom and liberty embody both our heritage from the past and a challenge for the future. To be worthy of this heritage, the teacher must value the principle, democratic behavior results only from democratic learning experiences.

Democracy has not sprung all at once into full-flower. The germ of the idea came from ancient Greece. By "democracy" the Greeks implied that "demos" meant the people, and "kratein" referred to rule. Hence, the rule of the people. This spirit of freedom and independence culminated in the Declaration of Independence and the Constitution of the United States, a spirit that continues to seek the welfare of all mankind.

We hold firmly to the value of the worth and dignity of each individual. Everyone is given credit for being responsible and intelligent enough to make choices. The schools, in particular, are given the crucial task of aiding individuals to become self-directed citizens, an essential for democracy to flourish!

Moreover, a free society is not a society for weaklings. The conviction for continued freedom demands the values of courage, industry, and faith which were bequeathed to us by the Founding Fathers. Our charge is not only to remain democratic, but to become more democratic. In the words of Thomas Jefferson:

Be generous in practicing liberty.
Value all human beings.
Find in equality the solution to the problems of a free society.

Cherish solidarity.
Be reasonable and moderate.

We know that a democracy is not simply a particular form of government or a mere mechanism to be worshipped. Its values of liberty, justice, peace, opportunity, self-government, and prosperity are preserved only by the continuous conviction of each generation. And yet, we note with some alarm, that youth may be moving in the direction of alienation, neutralism, and indifference. If there is partial truth to these claims, we must be concerned for values are powerful directives in our lives. They govern our choices and decisions. Is there merit in the thought expressed by Norman Cousins, the editor of Saturday Review, who once said that we know virtually everything except what to do with what we know?

Nothing is so constant as change!

The contrast from the past to the present helps us to see the unlimited future. We have moved from, "A horse, a horse, my kingdom for a horse," to today's world of, "Your rocket is ready, sir!" This advancement might be compared to a snowball rolling downhill, growing in size with every turn. However, its momentum causes one to stand painfully confused before it.

Likewise, the body of knowledge has grown so great and changes have occurred with unprecedented speed, so that confusion in values has been the outcome. We say:

Education should help youth to develop potentialities for living meaningful and satisfying lives,

but

the world in 1980 in which today's youth will live as adults will be changing more rapidly than at any period in history and in presently unknown ways.

We note today the effects upon individuals from the conditions of a "society in transition" that can cripple the advancement of any democracy. Confusion, feelings of inadequacy, loss of identity, need for conformity, search for security, meaninglessness, anxiety, exploitation, escape, and other effects are evidenced in many circles.

In view of this fact, many believe that a sense of values is the most important single element in human personality, more important than knowledge, intelligence, or imagination. It is the balance wheel, the guiding factor in human activity, the basis of judgment and the foundation of character.

"As goes the home, so goes the nation!"

Are not the teachers of home economics in an especially influential position? Do we fill-in the sentence: Home economics teachers are in a _____ position to strengthen home and family living with adjectives such as: choice, enviable, difficult, conspicuous, strategic, gratifying, critical?

The answer to this question lies in our own values, convictions, joint interests, and efforts in helping students to seek their values. Jane Addams of Hull House fame, reminds us that, "progress is not automatic. The world

grows better because people wish that it should, and take the right steps to make it better."

Indeed, the home economics teacher has the venturesome opportunity to nurture learnings in such a way that her students:

- * find a significant role to enact in society, as well as in personal endeavors
- * become aware of the effect of change upon their role
- * learn to deal with change-producing forces, and
- * accept change as a creative opportunity for further challenges.

As far back as 1935, a poem appeared in The Christian Century that has even greater meaning in the Sixties. One can perceive the gamut of feelings and values that it reflects. Each teacher can help in making these lines less true.

In a Time of Crisis

Such speed we make on land and sea and air,
Such prodigies of lightning wing and wheel--
While slower than a snail we crawl to heal
The splitting nations, and the world's despair!

Where do we begin in the development of values?

There is no cut-and-dried answer to this searching question. We no longer accept that an individual is truly healthy merely because he is physically fit. Nor do we consider a society healthy merely because it has a high standard of living and a low death rate.

The values of a society operate in judging and reasoning as to what ought to be, what is good for man. Values become more than mere preferences and tastes in that they are deeper and more abiding.

Since the time of Anthropology Adam, man has had basic needs that serve as "springboards" in understanding his system of values. D. M. Hall of the University of Illinois expresses these basic needs in the book, Dynamics of Group Action as:

Survival Needs: air, food, sleep, drink, and body comfort

Personal Needs above the survival level:

- (a) Pleasures associated with clothing, shelter, and health
- (b) Ownership of tools, equipment, and property
- (c) Recognition for activity, achievement, and self-expression
- (d) Security, freedom from excessive fear and danger
- (e) Integrity, the feeling of consistency in principles and acts, understanding nature and the universe, in knowing one's place in the universe, in understanding one's own nature and conduct

Social Needs: companionship, friends, and love; and understanding of one's relation to his group, his rights, obligations, and interests

Thus, we see that man reaches out to know, to understand, to appreciate. He seeks to "see life steadily and to see it whole."

How many acquired values are there?

No one really knows, because values overlap and merge into one another in imperceptible degrees. Nevertheless, the "General Goals of Life Inventory" from the Cooperative Test Service, Princeton, New Jersey, reflects comparative values by pairing 190 items that show each one of the following as a goal in life:

- * Serving God, doing God's will
- * Achieving personal immortality in heaven
- * Self-discipline; overcoming irrational emotions and sensuous ideas
- * Self-sacrifice for the sake of a better world
- * Doing one's duty
- * Peace of mind, contentment, stillness of spirit
- * Serving the community
- * Fine relations with other persons
- * Self-development; becoming a real genuine person
- * Finding one's place in life and accepting it
- * Living for the pleasure of the moment
- * Getting as many deep and lasting pleasures as one can
- * Security; protecting one's way of life against adverse changes
- * Being able to "take it;" brave and uncomplaining acceptance of what circumstances bring
- * Realizing that one cannot change the bad features of the world overnight
- * Handling the specific problems of life as they arise

The problem of values in our society is expressed by M. V. C. Jeffreys in his article, "Confusion of Values and the Teacher's Responsibility" in Educational Forum, March, 1961, as: "In an age of moral confusion and shifting values the line of least resistance is to have no standards at all--to say that nothing is right or wrong in itself but only if you think it to be." Jeffreys further points out that our anxieties today find consolation in the notion of life as a lottery--the substitution of luck for effort and purpose. The breakdown of traditional moral authorities makes it all the more important in education to help young people to group the values that underlie codes of conduct.

Stated in another way, John L. Childs believes that the schools should not be morally indifferent institutions, but their purpose is to direct, weigh, and influence the experiences and the growth of the young. Choosing is more than knowing, Childs says, and the process of making value-judgments is more than a process of inquiry, analysis, and description. In other words, morality without feeling is an empty codification or idle semantics. Nietzsche, the philosopher, advocates, "He who knows a WHY of living surmounts almost every HOW."

Are values inescapable in total learning?

Values embody our conception of what makes life good. Life energies are expended to pursue those that are prized most. The famed Albert Schweitzer reminds us that values must be won out of living experiences and hard reflection. Are not classrooms part of living experiences?

A teacher may find many channels for further valuing in noting reactions to:

pleasures and pains
 satisfactions and frustrations
 preferences
 means, conditions, instruments
 integration and disintegration
 character, vitality, self-realization
 survival, evolutionary fitness
 individual freedom, social solidarity
 adjustability

law, duty, conscience
 virtues, idealism, norms
 beauty and ugliness
 righteousness and justice
 truth and error
 reality and unreality
 courage and freedom
 sense of worth
 humane improvement

In this venture in values the teacher seeks to make her students:

aware of their values
express these recognizable values
 exhibit consistency in those values held vital
 recognize their hierarchy of values.

For example, when skills are examined in relation to values, the teaching of skills takes on a different meaning. Is it more important for a homemaker to build a cake "from the bottom," to take the children to the zoo, to participate in the community sing, or to use a package mix? Dorothy Lee in the Journal of Home Economics, February, 1960, speaks of changes in our society in terms of substitutes that are necessary in order to achieve the values that were concomitant with such experiences as mother and daughter shelling peas, peeling peaches to can, or cutting apples to dry.

Are values expressed in many ways?

Assumption: You, the teacher, have clarified for yourself the meaning of democracy, and have identified for yourself the values held necessary in perpetuating this way of life.

Action: You, the teacher, then advance forward in setting the "climate" for your students to discover, discriminate, and choose the values acceptable in a democracy.

Brand Blanshard of Yale University defines values as the stars by which education may and should steer its course. Lee Crombach of the University of Illinois states that if a person does not believe in the values he publicly appears to live by, he can only resort to deception. The ideal of moral education is to gradually free a man's mind so that it can serve his highest values. We know that the person who most considers others is also the one who has the deepest self-acceptance.

Robert J. Havighurst of the University of Chicago comments that modern society divorces its world-view from its value system. This is not deliberate, and no one is happy about it. The result is bewildering to a young person. He seems to be alone with the task of formulating his own goals and aspirations in the light of his scientific knowledge of the nature of man and his universe. Too often, his teachers and his parents do not or cannot help.

Ivan L. Russell of Southern Illinois University states that values are unique verbal concepts that relate to the worth given to specific kinds of objects, acts, and conditions by individuals and groups. He claims that three dimensions can be found:

- * a quantitative element, indicating the amount of worth one allocates to a value
- * a quality of elasticity, indicating the extent to which a value is held
- * an interrelationship, a system referred to as one's hierarchy of values

Anna Carol Fults of the same institution believes that it is reasonable to assume that in any educational program directed toward changes in behavior, we must be aware of those things which motivate behavior--our values, our needs, and our problems. Values are derived from the soil of everyday experiences.

What about values and the globe of many cultures?

Do we prepare our students to understand and accept cross-cultural differences in family life? Do we recognize that man is a product of his culture, and that life is seen in terms of his culture's perceptions, meanings, and values? The profession of home economics defines this as Competence Twelve in New Directions: "to develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living."

The magnitude of this competence is imposed upon the youth of today who will have to live with three to four billion neighbors in a closely knit international community. In light of today's world, values that have long been a part of the American ideal now become a necessity.

Our students are forced to respect, accept, and appreciate the similarities and differences of their fellowmen. George D. Spindler wrote in Educational Leadership, May, 1961, that: "The basic problem is how to communicate to students the diversity of human cultures, the uniqueness of values, and the integration of patterned behavior around them in each culture, with increased awareness and tolerance as the aim; and at the same time communicate understanding of the fact that all cultures are answers to the same basic problems and conditions of human existence!"

Preconceived attitudes and values can be relinquished, as was the case with several home economics classes that wrote term papers on "Family Life in Other Lands." What were some new appreciations?

- * Russia: "I had pictured Russia as a country with dirty little farms and backward people."
- * Norway: "It was the first time I gave any thought about boys and girls of my own age in different surroundings."
- * Mexico: "An interview with our neighbor spurred my enthusiasm in writing about the Zapotec family of Mexico. We have become closer as a result of the report."
- * Laos: "I thought that those people were uncivilized and immoral, but was surprised to find out that they had high moral standards."

- * Uruguay: "I feel that I have gotten to know the people of Uruguay as close friends. We don't realize how much there is to know about foreign peoples."
- * Italy: "Writing about Italy was one of the most interesting things that I have ever done. I think that I can remember things about Italy for years to come."
- * Czechoslovakia: "I could not appreciate what my parents used to tell me about Czechoslovakia until now. My grandparents were very happy that I wrote on their homeland; it brought back memories for them."
- * China: "It made me appreciate our way of life. I have been taking it for granted."
- * England: "I hope we follow their ideals in keeping the family unit as most important."
- * Korea: "I had thought that many Americans had a low standard of life and were poverty stricken. I now realize that we are very fortunate, even the less fortunate in our country."
- * India: "I found out how interesting it could be in writing about family life in other countries, but I am mighty happy to be living in America where I have a chance to better myself."
- * Arabia: "If more people realized more fully the ways of other peoples, world peace would be achieved a lot easier."
- * Yugoslavia: "If by some strange stroke of luck we should stop to see how well-off we really are in comparison to other countries, we might appreciate America a little more."

Cannot our youth be motivated through experiences such as these to awaken them to the American ideal, and the responsibility demanded from each one for contributing to a better tomorrow? They can seek out values of other peoples in relation to our own, and be able to accept differences. The harm recently caused by one thoughtless member of the Peace Corps in Nigeria highlights the importance of such learning.

Story problems can be developed through discussion to encourage empathy of other cultures. One case is described below that appeared in the Betty Crocker Search Test Review of 1960:

Story Problem

Ann and Jack spend every Sunday at the home of his parents, who have retained many customs of the country of their origin. Ann is irked by these Sunday visits. She resents the fact that the men eat separately (and first!) while she is left to visit with the women. She thinks that their constant talk of children and material things is boring. A well-read person, she finds it difficult to introduce new topics of conversation or to refer to something she has read in a newspaper because her sisters-in-law suggest that she is a highbrow and a snob. Upon their return home one evening, Ann mimics the day's proceedings to Jack, announcing that she will not

spend another Sunday with his relatives. Jack loves his family, shares educational background with Ann, and does not wish to displease either. His family situation is not likely to change.

How can Jack help Ann to adjust to this situation? What attitudes can she assume that would be helpful? Assuming the goodwill of her sisters-in-law, what approaches can she use to adjust to them?

Also, many aspects of home life in other cultures can be role-played. Perhaps a girl who has reported on Japan's culture can have a situation such as this one cited as a springboard:

Scene: Living room with grandmother, mother, and teen-age daughter, Carol.

Daughter: But, Mother, it is so important that I be allowed to wear modern clothes all the time!!

Mother: I know, dear, but we often have to compromise in life. Grandmother would not think of it; she feels that we must cherish and uphold our wonderful traditions so we must sacrifice part of the time.

Grandmother: Carol, you should be proud of our culture's long history. The young age is frivolous. We oldsters can't let youth override us--in clothes or in other things.

Daughter: That's just being old-fashioned. Royal and elite families in Japan are becoming progressive--just read the papers and see how right I am! I see nothing wrong with at least wearing Western clothes all the time.

- * What values are reflected in each role?
- * What causes have created such different values?
- * What type of family structure has been traditional in Japan?
- * What happenings since World War Two have created shifting values in their culture?

Cannot appreciations be enhanced by posing situations similar to this one in getting the class involved?

What values and message do we find in the words of Thomas Carlyle?
 "This world, after all our science and sciences, is still a miracle; wonderful, inscrutable, magical and more, to whosoever will think of it."
 Do our students perceive like Carlyle or more like the King of Siam in "The King and I" who tells of his plight in holding on tightly to ideas:

"And it puzzles me to learn
 That though a man may be in doubt
 of what he knows,
 Very quickly will he fight.
 He'll fight to prove that what he
 does not know is SO!"

Home Economics: New Directions aims to change values similar to those held by the Siamese king. For we know the art of communication with other cultures is more than language. It is respect, understanding, and empathy toward other peoples' cherished customs and ideals.

There are six principles of democracy expressed in George Counts'

book, The Education of Free Men in an American Democracy:

- * The human being is of surpassing worth
- * The human mind can be educated and should be free
- * Men can and should rule themselves
- * Minority groups and interests should be respected
- * Both natural and cultural resources belong to all men
- * Peaceful methods are superior to war

All these values make up a democracy.

The Teaching, The Teacher, The Teen



All teachers inherently want to be good teachers. All wish to work with their students in the most effective way. Nevertheless, the teacher's role-concept of herself affects the nature of teaching. She must have thought through her own philosophy of teaching and have decided upon the function she should perform.

To help students develop an allegiance to democratic values requires that the teacher promote an atmosphere in which democracy is experienced. She creates the type of environment in which the learning she seeks is possible. Said in another way, the "climate" of a learning situation determines how efficiently the student will learn the facts, skills, and values desired. Like Confucius' teacher, she "opens the way, but does not take them to the place."

Teaching is the communication of life from the living to the living. It is this influencing of life that makes personality such an important teaching requisite. We have heard the oft-repeated saying, "What you are speaks so loudly that I cannot hear what you say." The teacher will teach some by what she says, more by what she does, but most by what she is.

What traits are most desirable in a teacher?

A screening of 12,000 responses from second through twelfth graders received by Paul Witty of Northwestern University revealed in the order of preference the following traits for teachers:

"The teacher who helped me most had:"

1. a cooperative, democratic attitude
2. patience, kindness and consideration
3. wide interests
4. a pleasing manner and a neat appearance
5. been fair and impartial

6. a sense of humor
7. a good disposition and a consistent behavior
8. an interest in students' problems
9. been flexible
10. used praise and recognition
11. unusual proficiency in the subject

A quality teacher conceives of her role as an encourager, coordinator, and stimulator of action rather than an interpreter of life. She values diversity, and helps the students to value themselves.

Sociologists and psychologists have long contended that the individual acquires his conceptions of "good" and "bad" through a process of identification with other individuals who are significant to him. "Significant others" are those toward whom there are strong positive feelings, such as love and admiration. These figures become "models" for that person. The teacher can be, and oftentimes is, the "significant other" for the student. Certainly, such basic values as appreciation for the dignity and worth of man are strengthened through this process of identification.

Values are acquired--not imposed

This is the essence of democracy! Concentrated attempts in all learning experiences must follow this philosophy. Clarified values that guide the democratic teacher show that she:

- * Emphasizes the personal value of each student as part of the total social group
- * Assumes the role of a resourceful leader who is ready to help each student
- * Encourages each student to participate in the group
- * Induces constructive methods of discipline to protect the feelings of each student
- * Recognizes that she does not know all answers, and is not threatened by it
- * Accepts the individual differences and avoids ridicule of the student who is slow to learn
- * Assists the student to explore various approaches to an eventual goal
- * Allows maximum self-direction in allocating, assuming, and carrying out tasks, as well as setting limits of freedom

A truly democratic teacher, in the judgment of Robert Watson, is one who gives assistance and direction while allowing freedom of action only within the limits of the students' capabilities to handle this freedom. In other words, the teacher does NOT give up her adult responsibility and authority. This "giving up" is a conspicuous characteristic of the laissez-faire leader.

Is emotional climate vital to learning values?

Let us consider:

Mrs. Smith who uses the classroom to vent her own frustrations and feelings. We might overhear Mrs. Smith saying to the girls, "All right! I've heard enough of your chatter. No lab work today! Instead, read chapter six in your textbook."

Mrs. Brown who has achieved excellent class control by restricting interaction of class members. We might overhear Mrs. Brown saying to the girls, "We can't waste time working in groups. Besides, it can get so noisy. Continue with your written assignment on page 105."

Mrs. Jones who establishes the class atmosphere in such a way as to allow committee work, group planning, group action, and group evaluation as basic democratic skills. We might overhear Mrs. Jones saying to the girls, "Today we shall hear the reports from the committee group leaders."

Since learning is an active process, Mrs. Jones' approach "creates" the environment most conducive for desired democratic value outcomes to be experienced. The minds of students are liberated to make creative contributions. Shared experiences, said Dewey, are the greatest of human goods.

There are additional clinchers that help in setting a sound emotional climate.

- * Discipline: The teacher has to "free" students to learn. But a disorganized classroom does not facilitate learning. Whatever brings out the least internal conflict is the best approach to employ.
- * Permissiveness vs. toughness is not an either-or matter, but what works best for a particular group. Democratic methods allow for experience in self-direction within limits.
- * Sense of humor is a healthy release from tensions and restlessness that is so often part of adolescent years. Wittiness may work well in some groups, and fail in others. The teacher has to observe the group to see what approach helps in releasing tensions.
- * Display of affection is best shown by the teacher's undivided attention to the group.
- * Consistency has to be tempered with good judgment. It can be harmful only if inflexible. Circumstances may occasionally change decisions; pattern and timing may also be important.
- * Understanding students helps in better teaching. An extensive study revealed that children, parents and teachers agreed that stealing, cheating, untruthfulness, and disobedience were among the most serious behavior problems. In sharp contrast, forty-two child psychologists ranked those behaviors of no great importance, but regarded depression, unsocialness, fearfulness, and suspiciousness as the most serious types of conduct. Fortunately, in recent times teachers, unlike parents, are changing their concepts to correspond more closely to those held by psychologists.
- * Fairness and justice are top values in a teacher's effectiveness. The less a teacher compares students, the more positive the learning. Letter-grades should be based on the success or failure of daily experiences and not on the teacher's or general image of the person.

- * Anger frightens students, according to some theorists. Others contend that anger, if well-handled, can be therapeutic. The latter personifies "limits" of a society and reality. The degree is dependent upon the situation and, also, upon the teacher's breaking point.

Basically, there is no simple solution for any teacher. As Dr. Jean Baer of the University of Illinois says, "Teacher effectiveness is not in the teacher, but always a relationship between what the teacher has to offer and the complexity of conditions within the teaching situation."

Helpful literature in reaching students through a teacher's understanding of mental hygiene can be obtained by writing to:

- * National Association for Mental Health, 10 Columbus Circle, New York 19, New York
- * Illinois Council of Mentally Retarded, 343 Dearborn, Room 506, Chicago 4, Illinois
- * Illinois Department of Public Welfare, 403 State Office Building, Springfield, Illinois

Do we have "quaranteens" or "launching-teens" in the classroom?

Too many adults are viewing the teen-age years with alarm. The prevalent thinking of adolescents as "carnivorous packs" adds to the problem. As teachers, however, we see that the picture is not so bleak. A re-appraisal of growth problems can furnish insight in better understanding this period. These can be the most exciting and rewarding years.

Teens have many hurdles to overcome. The social striving of the American adolescent centers around the need to develop a clear status and a consistent self-image. To do this he must gain recognition from his peers on the basis of peer-group values; no longer can recognition from the family suffice. In addition, our culture does not sharply differentiate the status role from one stage of development to the next. This creates further ambivalence for the teen. He may consciously or unconsciously wonder what role is expected of him now.

Let us compare some worries of freshmen in contrast to worries of seniors in high school.

Freshmen Worries

getting along with teachers
avoiding looking like a freshie
remembering my locker combination
wondering how to act
handing in work on time
having parents understand me
getting to classes on time
eating with friends
matching clothes
being introduced to new faces
getting used to many teachers
learning to speak up
trying to remember names
passing tests
getting into activities

Senior Worries

clash between dating and homework
having more money
going steady
passing senior tests
controlling temper
trait ratings from teachers
working after school
deciding what subjects to take
wondering about future
thinking about the prom
staying in school
conflicting job choices
wearing latest style clothes

There are times when the values of the school may not be those of the adolescent. The teenager may test new social skills in his peer group and gain recognition for achievements valued by his age-mates that may be unlike those sought by the school. And yet, much of the socialization responsibility rests upon the school in this transition. Oscar Handlin wrote in the September, 1961 issue of the Atlantic Monthly an article, "Live Students and Dead Education," pointing out that boys and girls can make good citizens if they can grow through the difficult years of adolescence, learning by experience to relate themselves to the world about them.

Can the concept of developmental tasks serve in seeking values?

To grasp the concept of developmental tasks is to obtain a key to understanding behavior. They are the actual and serious problems which all young people have to solve as they mature.

Robert J. Havighurst sums up the developmental tasks that the adolescent finds himself trying to master as:

- * Achieving new and more mature relations with age-mates of both sexes
- * Achieving a masculine or feminine social role
- * Achieving one's physique and using the body effectively
- * Achieving emotional independence of parents and other adults
- * Achieving assurance of economic independence
- * Achieving, selecting and preparing for an occupation
- * Preparing for marriage and family life
- * Developing intellectual skills and concepts necessary for civic competence
- * Desiring and achieving socially responsible behavior
- * Acquiring a set of values and an ethical system as a guide to behavior

Role-playing is a useful technique in discovering values derived from developmental tasks. The aim below is to present two developmental tasks--achieving the feminine social role, and achieving one's physique and using the body effectively.

The Problem: The teacher received complaints that working in groups with certain class members is intolerable because of "overpowering" body odors, frequently intensified by the use of cheap perfumes.

Warm Up: To acquaint the group with the problem at hand, the teacher began by saying, "I wonder if any of you have been faced with telling one of your friends about some unpleasant personal habit which makes her unpopular or even offensive to her classmates?"

The Story: "Let's take ourselves out of this class and become members of an imaginary one. Two girls, Mary and Joan, have complained to the teacher that they find working happily in their group impossible because Nancy, another member, has a most unpleasant body odor. They suspect that Nancy does not bathe regularly, nor does she use a deodorant. Occasionally she reeks of an equally unpleasant perfume. How would you manage such a situation if you were the teacher--Mary or Joan--Nancy?"

The Action: The situation was role-played several times by different students. Interesting facts and feelings were brought to light, a few of which are given here.

Physiological fact: One's skin is equipped with pores for elimination of body wastes. These wastes must be removed daily with cleansing soap and water.

Social aspect: In our culture, body cleanliness is valued highly. Social acceptance depends on individuals being inoffensive.

Feelings: Cosmetics and toiletries are expensive; advertisements are not reliable; money spent on deodorants is wasted; mothers don't use deodorants and they "get along" alright.

Some Results: The most interesting and effective action took place when the role of Mary who has to do the "telling" was played by a student who, heretofore, had been the most withdrawn and uncommunicative member of the class. Her approach:

Mary: "Nancy, will you help me with a personal problem? I haven't been satisfied with the deodorant I've been using, so I've switched to a new kind. Yesterday I bought some X-Brand. I paid twenty-five cents more than for Y-Brand, the kind I've always used before. What kind do you use, Nancy?"

Nancy: "I never use a deodorant. My mother says they're a waste of money. Sometimes I use a little rubbing alcohol under my arms."

Mary: "That doesn't help perspiration odor. You really have to use something that neutralizes. I've got an idea! Yesterday when I was in the drugstore, there was another kind that I almost bought. It was much cheaper though, and I was afraid that it was no good. How about you and I doing some comparing? You buy this other kind--it was only twenty-nine cents for a small jar. I'll use mine for two weeks; you use yours. Then we'll exchange. In the meantime, let's be real honest and tell each other how we're doing."

Evidences of the effectiveness of the role-playing activity appeared in evaluations the students made immediately after the enactments and on the following day. Only a few excerpts can be included here . . .

"I think the acts were very good. I think the girls got the idea of bathing and using deodorants."

"This morning when I used my deodorant I thought about the acting we had done the day before."

"It gave me an idea and courage on how to approach my friend who has this kind of problem."

The teacher's satisfaction came from arriving at a solution far more satisfactory than might ever have been accomplished had she used the more common approach of lecturing on the merits of daily body care. Although feelings, values, and habits do not necessarily change through one experience, more sensitivity to the problem can be developed by involvement through this device.

Conflicting years for parents and teens

The adolescent is likely to resent what he considers parental interference in his affairs for some of the following reasons:

- * The parental generation is older while the adolescent is just reaching vigorous adulthood
- * Parental authority is temporary, and the adolescent sees it waning as he matures
- * Parents, because of their greater experience, are more realistic than adolescents
- * The parents and the peer group may have conflicting norms that create conflicting loyalties, and with the peer group winning most of the time, according to Baller and Charles in The Psychology of Human Growth and Development, 1961

Topics of dispute between adolescents and parents that reveal values and can be effectively portrayed by the device of role-playing include:

Dating	Friendships	Time schedules
Clothes	Chores	Money
Automobiles	Vacations	School
Telephones	Discipline	Morals and manners

Counselors find that the greatest difficulty for parents to surmount is how to help enough, but not too much. The emotional maturity of both parents and teens is tested and re-tested when decisions have to be made. The final steps of granting their children emotional independence is the hardest of all to take.

Adolescents are in the "not quite" stage of development. They are

not quite children, not quite adults, and not quite sure of themselves. With the help of the teacher and parent, the developmental tasks can be achieved for the launching-teen.

What are adolescent values in marital choice?

In Marriage and Family Living, February, 1959, appeared a list of factors which 713 high school students considered important in choice of a marriage partner. Items are ranked in the order in which they were given first place by the students.

- | | |
|----------------------------|-----------------------------|
| 1. Emotional love | 6. Common interests |
| 2. Emotional maturity | 7. Financial responsibility |
| 3. Agreeable personality | 8. Intelligence |
| 4. Same religion | 9. Family background |
| 5. Physical attractiveness | |

The individual age-groups exhibited no significant differences in rating choices. Responses given above paralleled those of other surveys on a national scale. A survey of this nature can help the teacher to place emphasis on mature, responsible consideration in selecting a marriage partner. The students may gain a new perspective by becoming aware of views held by others.

Investigations such as the one cited reveal that values are shifting, perhaps alarmingly at times. Herbert Thelen of the University of Chicago speaks almost despairingly about this problem in his book, Education and the Human Quest, Harper and Brothers, 1960. He states that, "graduation from high school is mostly a calendar matter, a matter of waiting it out. Even marriage, which used to have a sobering effect and used to be associated with ultimate acceptance into the adult world, now has no real change of value within the insulated peer-group world. We have given our youth privileges of irresponsibility and these privileges have not had to be shaken off--far from it. The times have made them stick.

"Thus one may quite seriously propose that the change in American values has come about through the injection into the body politic of the values of the adolescent. The astonishing similarity of the values of the organization man and the high school adolescent simply cannot be laughed off, and this similarity helps us, I think, to a better understanding of the nature, place, and function, however it may have backfired, of the school.

"The schools' methods of teaching have, of course, aggravated the problem of lack of commitment to any enthusiasms, causes, inquiries, or values. There is a tradition of teaching with words, and these are abstractions. Words are fine things for discussing and analyzing experiences one has had; but they can never take the place of experience; at best they can remind one of selected elements of past experience and that is all. If a person is never really immersed in any situation, with feelings, interaction with phenomena, embarrassments, the need to extricate himself, disappointments, wrong guesses, rewards and gratifications, why would he develop any needs or sense of urgency, any identification with horrible or delightful possibilities? In a sense nothing is real because reality hasn't engulfed him."

Can our nation and our schools allow the students to flutter in all directions and fly in none? Students come from all kinds of families. A student who grows up in a family knit together by a lively sense of unity and belongingness, who is loved, who knows that discipline is for his own welfare has one kind of values. But values will have a different shade of meaning to a student who has come from an environment where there is blame, and where he is made to feel as an outsider, unloved, disrespected, and arbitrarily punished.

What is the priority of values held by high school girls?

Dr. Glenn Hawkes of Iowa State University administered an instrument designed to identify group values from high to low to 900 members of the Future Homemakers of America at the National FHA meeting in St. Louis last summer. The delegates were in grades seven through twelve. The values checked by 128 questions dealing with management situations were: "Concern for others, economy, education, efficiency, family life, friendship, health, pleasure, and status."

Dr. Hawkes summarized the results as follows:

"We know that the 900 Future Homemakers of America here are very much alike as a total group. Where your values rated high, they are very high. Where they were low, they are very low. In other words, your first and second place values--education and family life--are very strong values for all of you; and your low values--status and friendship--are very low. But within the middle group of values--pleasure, efficiency, concern for others, economy, and health--there are great individual differences among all of you."

The detailed story of how these nine values appeared on the tests in different grades, Dr. Hawkes' address on the influence of values on decisions, and a presentation on the very different values of two girls to illustrate his thesis that it is important to know one's values are extremely interesting and worthwhile. But they do not begin to give an adequate idea of the riches in this September, 1961 issue of Teen Times. If you have not yet examined a copy, do take our word for it that you have never received more for one little quarter! The address is Future Homemakers of America, Office of Education, Department of Health, Education and Welfare, Washington 25, D.C.

Dr. Dorothy Keenan of Southern Illinois University, using a different instrument and a somewhat different list of values, last year discovered the values of boys and girls enrolled in Illinois courses in family living. Their instructors also took the test so that she was able to compare hierarchies in the values of both groups. To provide an adequate report on the fascinating findings would require far more space than is available here. But keep alert to any opportunity you may have to read about her results later.

The learner learns.

But, after all is said of the teacher's burden and opportunity, depending on her own values, the actual value-judgments fall upon the free choice of the students. The teacher creates the atmosphere and sets up the situations in which they can discover for themselves the values that nurture human fellowship. The late John Dewey fervently believed that since learning is

something that the pupil has to do himself and for himself, the initiative lies within the learner. The teacher is the guide and director; he steers the boat, but the energy that propels it must come from those who are learning.

How do teachers help these students strengthen values that are characteristic of a democracy? Such values as honesty, loyalty, kindness, social responsibility, respect for individuals, and freedom are "caught" by the students. Words, actions, gestures, smiles, frowns--all these, no less than the subject being taught, are among the ways in which the teacher's values express themselves and make contact with the lives around her.

Role-Playing Endorsed in a Democratic Society



The teacher has a wide variety of methods to call upon in helping her students to learn. Moreover, she needs to understand the distinct characteristics, purposes, advantages, and limitations of each method employed for effective transfer of learning.

Such is the purpose in describing one such method in this issue. The authors identify this technique as one of the best means in "capsulizing" experience. In a sense, this device is more than mere experience because it

- * permits a reconstruction of experience
- * permits a preconstruction of experience
- * permits observation, discussion, and emphasis that are not

customarily a part of experience. The teaching tool endorsed is called role-playing.

Role-playing--how it began

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts.

Shakespeare's idea is as old as the first cave man. Upon his return home, prehistoric man acted out to his family his exploits in the hunt. These early attempts of man to express himself were the actual antecedents of what we now call role-playing. For it was in these attempts to portray past and future action that primitive man was aiding himself to adjust to his own environment.

Centuries later, during the Italian Renaissance, the commedia was developed. The actors invented their own lines with only an outline of the play before them. However, in the Italian drama the basis was aesthetic, whereas role-playing is conceived as a practical method in:

- * transmitting values, attitudes, and behavior
- * trying out different ways of behaving and practicing appropriate behavior skills in a permissive setting

* providing insight into one's behavior and how it affects others

Although the concept of role-playing is not new, its application to human relations problems is more recent. Role-playing came into its own in the late 1920's through the efforts of the Austrian psychiatrist, Dr. J. L. Moreno. He was concerned with personality disorders, and found that positive results could be achieved through role-enactment. This technique Moreno called psychodrama, to mean the performing of a life situation which holds emotional meaning and conflict for the central character.

By 1940 industry had begun to recognize the "power" in having personnel experience life "inside the skin" of another person through role-playing. These experiences in temporarily stepping-out of one's own role to assume the role of another proved to be profitable, as confirmed by industrial studies. Today role-playing continues to be used in management to handle many situations, including in-service training.

Moreover, the effectiveness of role-playing as a method in screening recruits was evidenced during the war years. The Office of Strategic Services in the 1940's applied role-playing as a means to discover many facets of the recruits. They measured a man's breaking point; his leadership potential; how he would act in situations demanding tact, quick thinking or forcefulness; and whether a recruit could take a hard blow physically or socially. In assuming these roles, the men tried to feel like, sound like, and behave like the ones they were attempting to portray. Recruits were able to forget about themselves for the moment.

Role-playing, sometimes called reality-practice, has entered the field of education. Today it is a highly acclaimed method for certain types of learnings in the classroom. The present-day orientation is less as a one-way transmission process, and more of a practice based on group dynamics. Discussion becomes the central core of this process.

What research says about role-playing

Adequate statistical evidence is limited in the field of role-playing at this time, and yet there are multitudinous empirical studies that reveal bold and far-reaching results. The imaginative and zealous teacher will be inspired to using role-playing as a tool in nurturing growth of values in her students. And indeed, the home economics teacher has an unequalled opportunity and a "made-to-order" setting for applying this device to the teaching of values in homemaking experiences.

The "claims" crystallized below have supportive evidence from research. For the sake of brevity, outcomes only have been cited. In using role-playing a teacher may find different outcomes each time; therefore, the goal or goals must be kept foremost in the mind of both the teacher and the student.

- * There is a sensitizing to democratic values and ideals through using democratic procedures
- * There is an improvement in the quality of solutions reached by the class
- * There is an increase in interpersonal adjustment as compared to scores established by the use of group discussion without role-playing

- * There is a wholesome acceptance of isolates and rejects by other class members
- * There is an inducement for changing opinions, attitudes, and values favorably
- * There is a noticeable degree of change, especially in the role-players
- * There is a concrete and realistic atmosphere in solving problems
- * There is a sharpened insight and understanding of one's self and his relatedness to others
- * There is a strengthening of family life through solving conflicts
- * There is a pulling together of students with heterogenous backgrounds
- * There is a gradual overcoming of overt and hidden prejudices
- * There is a growing enlightenment and appreciation of cross-cultural similarities and differences
- * There is a replacement of the "telling" approach to that of a reality-practice that promotes more permanent learning
- * There is a confidence transferred to the group, and especially to the underprivileged
- * There is modification of behavior when a realization of underlying causes for conduct are recognized
- * There is a change in expectations of self and others
- * There is an increase in involvement, participation, and identification of each member within the class structure
- * There is the development of skill practices through a "let's pretend" approach
- * There is a free sharing of ideas, agreements, disagreements, and an ultimate clarification of issues
- * There is a facilitation for learning of school subjects and improving study habits
- * There is a keen increase in perception of the values that warrant consideration for a sound philosophy of life
- * There is an increasing spontaneity in behavior which brings about more effective social acceptance
- * There is an elicitation of a more emphatic expression of personality of students than by using paper-and-pencil tests alone

- * There is development of a "feeling tone" by empathizing in situations
- * There is greater willingness to overthrow established patterns of behavior when situations are more distant and objective
- * There is tangible reality in learning factual material
- * There is a cultivation of objectivity in evaluating problems and situations
- * There is a freer exchange of communication between one another in the group

Examples of role-playing objectives

Role-playing is a forceful device in developing values necessary in a democratic society. Sometimes role-playing focused on one objective results in a learning experience in line with another objective. Values are inescapably intertwined in all of the following illustrations.

Role-playing helps in understanding another point of view

The question of dating arose in a Family Living unit. A disagreement developed over the question, "How and when should a boy ask his girl for a date to a formal dance?" The girls complained that the boys waited until the last minute to get dates for a big dance. Bob defended his sex by saying, "My girl should know I'm going to ask her. She shouldn't worry about it." Kathryn represented the girls. She argued against this attitude, and furthermore resented the cocksure attitude of the boys.

At this point the teacher recognized an opportunity to role-play. Bob was to phone his girl, Kathryn, just three days before the big dance. Kathryn, upon receiving the phone call, was to react exactly the way she felt. Props were not necessary. The situation was staged in keeping with common teen-age phoning habits. Bob sat on the floor at one end of the room, and Kathryn lounged in a chair at the other.

The scene was repeated with several other girls taking the role of Kathryn. Some girls happily accepted the late invitation; others rejected it with strong comments to Bob. Questions were posed by the teacher.

- * "Would others have reacted the same way as Kathryn?"
- * "What do the other boys think about the girls' reactions?"
- * "What values were held important by each girl?" "By Bob?"
- * "How similar or dissimilar were the values between the girls and the boys?"
- * "Why are there differences of viewpoints?"

Through frank discussion based on values held important by each sex, greater understanding and tolerance of the opposite sex was promoted.

Role-playing assists in illustrating subject-matter under discussion

Another home economics class was discussing ways in which people handle their problems. Various types of behavior were classified under the category

of defense mechanisms: attention-getting, compensation, identification, rationalization, projection, and reaction-formation.

Later, buzz groups were formed to "structure" a situation that would reflect a particular defense mechanism in operation. The following day the enactments took place. One scene went like this:

Martha: Hi, Joyce, guess where I'm going this afternoon?

Joyce: I don't know, but not out for swimming practice, that's for sure!

Martha: You know I'm not good at that stuff--listen, I'm invited to a tea given by the National Honor Society. I'm all excited!!

Joyce: You certainly like to be with the "big cheese" around school. I can't see it myself. Being with the gang and enjoying sports is more my line, I guess.

Martha: Well, knowing the right people can pay dividends. Besides, I might be lucky enough to meet some real "big cheese!" You can learn your way around by going to these things.

Class: The class decided that Martha used the defense mechanism called identification, because she valued being with important people, and perhaps thought that she, too, was one of them.

Role-players: Martha and Joyce related that they had attempted to demonstrate two mechanisms in the scene--one being identification.

Class: After further probing, the group recognized that they had overlooked compensation as a mechanism. Perhaps, Martha was poor in sports, yet her school valued sports highly. By this enactment the class more fully recognized that oftentimes there is an overlapping of mechanisms in handling everyday problems.

Role-playing aids in solving interpersonal relationship problems

A form of role-playing that is especially effective in accomplishing this objective is puppetry. It encourages greater freedom of acting, and serves as an added "protection" for the players. The audience, while engrossed in the watching, listening, and responding of the puppet-players, may also find a personal meaning for themselves. The group may react in favor of, or against the characters, or express some of their own personal feelings, hopes, and fears.

Many times the school's art department makes puppets and presents the shows. Here is an opportunity for the home economics teacher to collaborate with the art teacher. Perhaps the homemaking department can work on the skit or be allowed to borrow the puppets from the art department. The type of puppets chosen should be suited to the actions needed for the skit. There are finger puppets, cardboard puppets, picture puppets, hand puppets, and other forms available.

Because puppetry is presented in an impersonal manner, the vitality and perception of the group is enhanced. Values of responsibility and privileges of citizens in a democracy can be depicted strikingly. Values derived from good nutrition are readily exemplified through the use of puppets. Showing students how to teach and entertain a young child through puppetry is also valuable.

Role-playing adds an audio-visual quality to text word symbols

Having parents correct the speech of their offspring too early in life was the topic under discussion. The situation was "structured" to make the learning more emphatic. Situation: Howard was six. One day he said to his mother, "I think I fixed my toy shelves very goodly." Mother replied, "Howard, you mean you fixed your toy shelves very well, not goodly . . . that is all wrong!" Howard answered in a dejected manner, "Mom, I can't always say things just right. I'm not grown-up like you. I'm just a base of a man!"

At this point, volunteers from the class carried the dialogue further. The group's conclusions reflected the concept of readiness in allowing the child to develop, to grow, and to learn at his own rate. Questions such as these were discussed.

- * Did parents expect too much too soon from their children?
- * Did they treat them as miniature adults?
- * Did parents realize that regardless of a child's mistakes, they should not be "threatened" concerning loss of the parents' love, care and protection?
- * What values in our present-day society cause parents to defy the readiness concept in the upbringing of children?
- * How do these values contrast to those of one hundred years ago?

Role-playing permits growth of concepts from simple incidents

During a child care unit each girl observed a young child for a period of six weeks. An observation sheet was used to note certain behavior patterns. Near the end of the unit each student presented the one observation that had made the biggest impact on her. Several girls attempted role-playing their situation named "The Stubborn Child."

Structured situation: Michael, age eight, is stubborn to requests made by his mother. His earlier life was spent with his grandmother who had no "controls"--Michael did anything his heart desired. Now mother has problems!

Scene: Michael is sitting quietly reading a book until his mother enters the room.. Mother says, "Mike, pick up the book you just dropped on the floor!"

Spontaneous reactions from here on:

Michael: Why should I?
Mother: Because you dropped it.

Michael: So what!

Mother: Someone is knocking at the door. When I return I expect that book to be off the floor. You must learn to listen to me!

(Mother re-enters the room. Book is still on the floor.)

Mother: Mike, where are you? (She discovers that he has gone to his room. She wakes him up.)

Michael: Let me sleep

Mother: If you don't get up this very minute and pick up your belongings from the floor, you will get a spanking that you will never forget!

The teacher cuts the scene at this point.

Feelings of role-players

Each role-player was asked how she felt in her temporary role. This is an important step because it allows for release of tensions, and an opportunity for them to express any feelings before the group poses questions.

Michael felt like: -running away
 -was getting away with it
 -ignoring it, but was afraid of the spanking
 -Mother was picking on him

Mother felt like: -Mike needs to be trained
 -Mike needs to respect his elders
 -Mike needs to have responsibility
 -If I allow him to get away with it this time, it will continue all the time

Both girls claimed to have "felt" the roles they portrayed. The class then had an opportunity to express their views. Many pros and cons were suggested with vivid participation and engrossment in the problem. Most views reflected one of the following actions:

- * remove privileges
- * talk with Mike and give him reasons
- * ignore him--he'll outgrow this stage
- * give him household chores as punishment

After further brainstorming on "What do we mean by 'removing privileges'" the girls defined it as possible deprivation of candy, T. V., theater, toys, play, allowance, circus, or even sending to bed. Other actions were similarly defined and discussed.

Another question on the value of saying to a child, "You will have to wash dishes all week because you didn't obey," was analyzed. The group finally realized that washing dishes was unrelated to the problem, and that a negative attitude toward routine household tasks was being introduced. When queried, "What would you do if you were the mother," the vast majority of the girls decided that they would remove a privilege, and that spanking would be a last resort. "What was your overall reaction to the entire situation," was asked.

- * "The role-playing seemed to make you sit up and notice things more."
- * "The comments of the class were intelligent. This kind of discussion is so interesting that it could go on all semester."
- * "People are afraid to get up and talk, but the play made everyone more at ease."
- * "The discussion was very stimulating because the class had so many views."
- * "It gave the class a better basis for logical discussion, rather than just talking about it."

Findings in setting limits

After the values of various forms of discipline were evaluated, the teacher led into the latest findings on the value of setting 'limits' in child rearing. The girls learned that in setting 'limits' a parent fosters strength of character and conscience which further determine the role of the child. Thus, the establishment of reasonable 'limits' is essential in preparing offspring for the realities of life. For this to be effective, there must be sound value-judgments, firmness, consistency, and guidance on the part of parents. "Limits" are important for a child because they help to establish identity, provide control, stimulate the urge toward mastery, result in character strength, and promote personality development.

Because of confusion of role-expectations in our culture, there is often great conflict in the minds of parents as to what is the correct way to act. The situation, "The Stubborn Child," serves as a start in later developing experiences on "Roles of Humans in the United States Today as Compared to 100 Years Ago." A special edition on the role of the woman in our culture was produced by Life, that helped to show the transition of the female role in this nation.

How to use role-playing

We say that role-playing occurs when a group watches a few of its members enact roles in a skit based upon some real-life situation. All members of the group, including the players, then talk about the skit and try to analyze it. Who said what? How was it said? What kinds of feelings and attitudes were exhibited? How did the players feel? These are a few questions which role-playing tries to get at. By making the situation lifelike, the group grasps understandings and has more fruitful discussions.

So we seek democratic action in the group. We also seek progress which means movement in some known direction. Unless we know where we want to go, we do not know in what direction to go!

To save time for the teacher, the 'how' of role-playing as a teaching technique has been arranged in a checklist form so that the teacher may use it both in the planning and evaluating periods. Symbols may be used to indicate progress:

+ for (yes, good)
 - for (no, poor)
 0 for (fair, partly)

1. Defining the problem

- ___ Are the needs of the group kept in focus in the selecting of a problem?
- ___ Can the problem be solved by the role-players without having them go beyond their abilities?
- ___ Is the situation problematic, specific, clear, and short?
- ___ Is the atmosphere of the group toward each other conducive to discussing problems?

2. Selecting the situation

- ___ Can role-playing contribute to the outcomes desired?
- ___ Is the class size manageable, between twelve and thirty-five students?
- ___ Has the variety of functions of role-playing been kept in mind by the teacher?
- ___ Does the situation contain controversy or conflict, a problem or obstacle to overcome?
- ___ Has the situation developed through committees, discussion, questionnaires, teacher contribution, skit, story, film?
- ___ Have irrelevant data been removed so that the group doesn't get bogged down?

3. Casting the role-players

- ___ Is the cast limited to three or four students in order to prevent confusion or lack of participation by the role-players?
- ___ Is casting encouraged through volunteering of performers?
- ___ Is casting done with discretion to avoid overexposure of deep-seated problems?
- ___ Is one who has enough status in group given an unfavorable role so that he may not be "threatened" by it?
- ___ Are the role-players given fictitious names and addressed accordingly?
- ___ Do the role-players understand the role each is supposed to portray?
- ___ Is group aware that more important than dramatic ability is enthusiasm, sincerity, and willingness to enter role?

- ___ Is the teacher willing to take a role occasionally to protect feelings of others, and get enactment moving, if need be?

4. Briefing period

- ___ Are the simple physical properties--chair, table, and the like--provided and the psychological mood set for both the role-players and the audience?
- ___ Is the exact nature of the situation clearly understood by everyone?
- ___ Do the role-players understand that they must portray the type of person that the role describes?
- ___ Does each role-player understand that what he says is entirely up to the way he perceives the role?
- ___ Is the briefing period in accordance with the kind of data that is needed in the analysis?
- ___ Does the teacher avoid the temptation of telling the players what to say?
- ___ Does everyone understand the importance of being spontaneous, and that rehearsing is vetoed?

5. The action

- ___ Can the group easily see and hear the role-players?
- ___ Are the role-players empathizing freely?
- ___ Is 'prompting' from the group or teacher squelched to avoid disrupting the players' roles?
- ___ Are watchers in class adequately prepared to observe carefully, objectively, and intuitively?

6. Cutting the scene

- ___ Does the teacher cut action within the three to ten minute range, before it goes on too long?
- ___ Is a scene cut when enough behavior has been exhibited so that the group can analyze the problem?
- ___ Does the teacher cut at a point where the group can project what will happen if action continues?
- ___ Does the teacher cut when role-players have reached an impasse, due to miscasting or misbriefing?
- ___ Is cutting applied when dialogue begins to be repetitious, or when the central issue has changed?
- ___ Does the teacher make sure to cut a role-player if he shifts the situation to self-therapy? (Later she can reestablish the situation.)

- ___ Does the teacher recognize that with continued experience she will become more proficient in knowing the best time to cut?

7. Analysis of action

- ___ Have the role-players been asked to relate their feelings before the group is given the opportunity to discuss scene?
- ___ Does discussion consistently relate to the original problem under study?
- ___ Are all comments geared to the characterization portrayed, and not to the role-players themselves?
- ___ Are observers encouraged to have data, rather than opinions alone, about what should or should not have been done?
- ___ Are comments steered away from the acting ability of the role-players?

8. Discussion and evaluation

- ___ Does everyone recognize that the worth of role-playing rests on the discussions that follow it?
- ___ Is there awareness by the group that the quality of observations also determines the quality of the discussions?
- ___ Is time given to the group for thinking?
- ___ Is the group allowed to ask questions of the role-players?
- ___ Does the group discuss whether the situation might have been handled differently?
- ___ Have new problems arisen since the enactment of the original scene?
- ___ Is there an opportunity, when need be, to act out a scene a second time by having:
 - ___ the same players replay the same scene
 - ___ the same players acting out a new scene
 - ___ new players acting out the original scene
 - ___ new players acting out a new scene
- ___ Is there sufficient follow-up to crystallize and interpret entire process by group?
- ___ Does the group consider points based on attitudes and values?
- ___ Is discretion used to prevent group from becoming overly fault-finding?
- ___ Is there both sufficient clarification and time allowed for evaluation forms to be filled-out when employed?

A summary of the steps in role-playing for the teacher

A concise summary devised to help the teacher or group leader review the steps involved in role-playing includes these steps.

- * Planning the session to include the needs and interests of the group
- * Introducing the episode informally and enthusiastically
- * Recruiting the players and making them feel at ease in the situation
- * Getting the players into their roles and deciding with the audience how they will observe the episode
- * Swinging the episode into action
- * Watching for players who fall-out of role and helping them regain role
- * Cutting
- * Watching for over-exposure of players, and re-establishing role if necessary
- * Helping the players to step out of their roles and re-establish themselves in the group
- * Assisting the group to discuss the episode or to replay it
- * Conducting a post-session evaluation by providing reaction sheets or through oral discussions

Another recapitulation for the teacher to remember when using role-playing may be even more brief.

- * Is effective only when goals are clear
- * Lends itself to whatever casting the situation demands
- * Simplifies the presenting of various points of view
- * Is spontaneous
- * Is brief and unhampered by details
- * Is effective to the degree that teacher learns when to cut
- * Should not be over-used or misused

Role-playing promotes empathy in human understanding

Family rituals and observances were an outgrowth of a unit on leisure. The aim was to show the values of rituals and special observances in strengthening home life and transmitting a spirit of unity. The importance of these functions on family life cohesiveness was recognized by most girls for the first time. They had not realized that customs had merit in holding members within a household together. Out of general discussion came about several role-playing situations, one of which is briefly cited.

Situation: Mrs. Jones has two daughters--Mary, age sixteen and Susan, age ten. During the summer months it is traditional to have Saturdays spent on having barbeque parties with two other families. However, this summer Mrs. Jones finds that her daughters do not want to participate in these gatherings anymore. They are just plain tired of the same "old stuff." But the parents insist that their daughters must share in these weekly gatherings.

The scene was enacted by three volunteer girls. At the "cutting" point, each role-player was allowed to express how she felt.

Girl playing the mother role: "I felt just like a mother! I wanted the girls to understand my ideas. I was happy to see that the ten-year-old at least said O.K. when I mentioned that there would be a big surprise for her. But the sixteen-year-old was more difficult to convince. We finally agreed to have some of her friends join the group."

Mary, the sixteen-year-old: "Boy, it took loads of convincing for me to agree. The thing that really changed my mind was not just having my friends join the group, but going to a new site for a change. It gets mighty tiresome going to the same spot all the time!"

Susan, the ten-year-old: "I was satisfied with the promise of the big surprise mother guaranteed me. I felt that I could not be as independent as my older sister."

(All three girls claimed that they did not have much difficulty in identifying themselves in their new roles. The girl portraying the mother was especially effective in putting the others at ease.)

Observations: Before the role-playing, class members had divided into "listening" groups and "watching" groups while the role-players had left the room to "warm" up in their respective roles, not rehearsing, however. After the enactment of the situation, and before the group heard from the role-players as to how they felt, time was allowed to fill in the form below.

Observation of a Situation

Listening section

- * note any prejudices
- * note voice changes
- * note thinking based on reasons versus emotions

Watching section

- * note body tension
- * note facial expressions
- * note gestures

I empathized or identified myself with _____ probably because _____

Was the scene true to life? ____Yes____No. Explain briefly.

What main values of each person did you discover from observing the scene?

Rate the way the situation was handled as: ____very well____rather well

_____so-so_____rather poorly

Do you see any advantage in using this method to focus the problem?

What other situations would you like to see performed in this manner?

Results of observation forms: On identification, twenty-four out of twenty-seven girls in the class identified themselves with Mary, the sixteen-year-old. This was to be expected since Mary reflected the age-group of the class so that empathy was more readily achieved.

Discussion was the clincher--their comments revealed attitudes and values that a group may have on a particular issue. For example, the girls who associated themselves with Mary overwhelmingly stated that they, too, have had this problem in one degree or another. Many comments reflected problems in developmental tasks that teens seek to master at this level of development. What attitudes and values can you "pull" from each girls' comments below?

- * "I know how it feels to sit and listen to adults. You can't say a word."
- * "I do not like to be forced into doing things. My interests are different from what my parents call fun."
- * "I think a sixteen-year-old should be allowed to do what she wants."
- * "Maybe Mary's friends would call her a sissy if she followed her parents."
- * "It's hard for a young girl to have fun with old people."
- * "I am torn between the love for my parents and the wishes of the group."
- * "I don't think that children today can compromise easily. They are more and more independent and strongminded."

Role-playing develops communication skills

Background: Junior and senior girls are planning their "after graduation" lives. The teacher sees countless opportunities for role-playing to help the girls make their choices. Four major problems seemed to be:

- * Shall I marry or go to work?
- * Shall I work or go to college?
- * How shall I get a job?
- * Should I quit school before graduating?

The teacher decides with the group to role-play, "How shall I get a job?" Government statistics indicate that the high school girl of today will probably be gainfully employed for an average of at least twenty-five years. Furthermore, role-playing this situation can serve as a springboard to consideration of the other three choices.

Warmup: The teacher presents Labor Bureau statistics, and poses the questions:

"Have you thought about the importance of a job interview?"

"How well prepared are you for handling your part in a job interview?"

The Situation: Miss Grant is personnel manager of a large department store. She has placed a want-ad in the daily papers for salespeople. The ad reads:

Wanted--saleswomen. Experience desirable but not necessary.
Pleasant working conditions. Good starting pay. Call FA 3-6400
for appointment. Ask for Miss Grant.

Miss Grant is at her desk. In the outer office are several applicants.

The Action: Here are some possibilities.

1. Unstructured Girls take roles with no further outline of situation.

2. Structured Miss Grant's role is further defined and/or job applicants' role is spelled out.

Miss Grant may be seeking for qualifications in these areas:

- * dress
- * personal neatness and cleanliness
- * posture
- * punctuality
- * pleasant manners
- * indication of willingness to improve skills
- * knowledge pertinent to job

Other suggestions from students can be encouraged.

The applicant may have the following qualifications in her mind:

- * personal appearance
- * personal conduct
- * scholastic records
- * names and addresses of references
- * name of person to see
- * ability to fill out application blank
- * general background of organization to which application is being made

Students may offer different or additional ideas.

3. Role reversal Miss Grant becomes the applicant and vice versa.

4. Repeat Performance New role-players.

Some outcomes:

- * Understanding the importance of communication
- * Listing do's and don'ts for job applicants
- * Experience in filling out sample application forms
- * Understanding the importance of "selling" oneself by filling out forms properly and with words correctly spelled
- * Realizing the value of inner confidence

As Helen H. Jennings says, role-playing is a prelude for discussion because its educational value is to broaden the scope and deepen the quality of communication between group members for happier, more comprehending interpersonal living.

How observant were you?

It is important that the teacher does not measure and classify persons as fixed entities, but tries to recognize changes that can take place in attitudes and values. A form such as the one below can be given to the class after a role-playing situation. Before having the students answer questions, the teacher should review with the group each question for clarification.

Role-Playing Questionnaire

1. What was the general atmosphere of the role-players? ☐ formal ☐ competitive ☐ hostile ☐ informal ☐ inhibitive ☐ cooperative ☐ supportive ☐ permissive ☐ exaggerated
2. What values were achieved? Were they: ☐ clear ☐ vague?
3. Quality of enactment ☐ high ☐ low ☐ medium?
4. What did the role-players contribute? Place a check below to describe each contribution.

Role-players			Contributions
1	2	3	
			Encouraged
			Agreed, accepted
			Arbitrated, refereed
			Proposed action
			Gave opinions
			Asked for questions
			Gave information

Role-players			Contributions
1	2	3	
			Posed problem
			Sought information
			Defined position
			Depreciated self
			Acted aggressively
			Acted autocratically
			Was disagreeable
			Offered only irrelevancies

Role-playing is enthusiastically endorsed by many authors. Ruth Strang declares that "one cannot participate fully in role-playing without being influenced by the experience." Why not see if you and your students agree?

Dynamics of Group Discussion in a Democratic Society



Living in a democracy is group living. We cannot advance a free society by proxy. "Democracy" is something we learn to do together. The classroom becomes the laboratory for dynamics of group action. Students not only have opinions and values, but also have the right to express them in this laboratory.

Consequently, the technique of role-playing evokes penetrating and productive discussions. The foundation is laid for

- * understanding one's values and their relatedness to society
- * growth in personal and group values
- * relating knowledge to a changing world
- * thinking as a method for solving problems
- * developing social attitudes

A leader is best when people barely know he exists,
 Not so good when people obey and acclaim him,
 Worst when people despise him.
 Fail to honor people, they fail to honor you.
 But of a good leader, who talks little,
 When his work is done, his aim fulfilled,
 They will all say, "We did it ourselves."

Lao-tze

The democratic approach to interpersonal relations is not generally transmitted, but must be learned through practice. Americans recognize that severe authoritarianism in the home and school is the seedbed of authoritarianism of the state.

What happens to students in democratic group discussions? According to forward-looking leaders in psychology, sociology, and adult education, the values are characterized as:

- * Increased awareness of responsibility to participate
- * Learning to listen to others' point of view
- * Consideration of more than one point of view in constructing thought patterns
- * Growth in power to see all aspects of a problem
- * Lessened psychological tensions and rigidity
- * An increasingly stable group structure, and a cohesive group morale

Steps in group discussion following role-playing

John Dewey once said, "The open aid of public discussion and communication is an indispensable condition of the birth of ideas and knowledge, and of their growth into health and vigor." He has shown us how discussion, through problem-solving, follows certain steps of:

- * Location, formulation, and definition of the problem to be solved
- * Analysis of the problem in terms of its difficulty
- * Reformulation of the problem in the light of this analysis
- * Examination of the various methods to resolve a problem
- * Evaluation and analysis of the various solutions to discover the best one available
- * Choice of plan of action

These steps are more effective than random discussion. Basically, the steps in group problem-solving are related to group-building processes. The benefits are extended to all persons concerned in the search for value-judgments that cannot be developed without freedom of inquiry, of speech, and of choice.

The ART of questioning in group discussions

The word "teaching" comes from the Anglo-Saxon derivative *taecho*, meaning, "to show how to do." Teaching, then, is not telling; it is a probing process in which the surgical instrument is the question. The response of the student, like the recovery of the patient, will depend on the skill with which the instrument is used.

Anybody can ask questions. But not everybody can ask questions that teach. The ART of questioning is the important stimulus to the mind. The educational process really begins when the student asks searching queries. The question is used to:

- * Awaken thought . . . arouse interest!
- * Direct thought . . . from one point to another!
- * Quicken thought . . . a burning spark!
- * Apply thought . . . association!

The question is an index that reveals to the teacher the state of her students' minds, and their stage of development. A high degree of progress in the art of questioning has been reached when a teacher is able to answer a question with a question. This throws the responsibility of thought back

on the student, and greatly assists in the much-to-be-desired aim, making the student an independent, self-directed investigator.

Teachers ask questions, too often in order to find out what the students do or do not know. Likewise, students generally ask questions because they face a difficulty which they wish to clear up. It is far better for the teacher to confront the class with problems, and employ various techniques, such as role-playing, to challenge students to find solutions. In this way, the spirit of inquiry is stimulated.

How well are we doing on the art of questioning?

After a role-playing situation has been discussed, check yourself to estimate the quality of the learning experience by asking yourself for honest answers to the following questions.

- * Was the problem clearly stated?
- * Did the group help in the clarification of the problem?
- * Was the problem important to the group?
- * Was there an extension or deepening of insight about the problem?
- * Did discussion move from "Who shall prevail" to "What shall we do?"
- * Did we come to a decision understood by the students?
- * Were we able to have clear communication channels?
- * Were individuals able to disagree without being disagreeable?
- * Was participation widespread?
- * Were those silent moments used to consolidate thoughts?
- * Was leadership flexible enough to allow freedom for frank expression of opinions?
- * Were the silent members drawn into the discussion?
- * What quality of thinking was shown? Was it problem-centered or personality-centered?
- * Were distinctions made between facts, opinions, inferences, and judgments?
- * Was critical thinking evidenced?
- * Were data used to clarify issues? Were all sides of the problem explored?
- * How were decisions made? Was there consensus, majority rule, or rule by the teacher?
- * Were there warranted conclusions achieved as a result of discussion?

The teacher recognizes that participation is the key to all group work, and one of the best means to gain this is through probing questions. The ability for a group to look critically at concepts, opinions, and values in the process of thinking aids in developing maturity.

Care in using role-playing in achieving values

A "tool" is all that the word implies. It is not an end in itself, nor is it a crutch upon which the teacher may depend. This aid is only a means of assistance for improving instruction. Such a "tool" is role-playing. However, the first and foremost law is that the teacher must understand that which she is to use. Knowledge is the material with which the teacher works and, therefore, it needs to be thorough. In fact, a lack of sufficient knowledge of either method or subject matter cripples the entire process of instruction.

Knowledge for anyone is power only when it is conquered, harnessed, and set to work! Hence, there are some precautions to review in order to ease first attempts with role-playing.

- * Role-playing is not a panacea for finding answers to all teaching problems; yet, in some situations, it can free students to define and face issues more calmly and objectively than they might otherwise.
- * Role-playing is a method. Whenever students and/or teachers become more absorbed in the method than the learning outcome, the method ceases to serve its purpose. The challenge is to set the wheels of the mind to work.
- * The role-playing process takes time. The teacher has to have some "limits" in order to complete both the discussion and evaluation period within class time. Simple situations can be completely developed within a forty-minute class period. Variations and more complex problems can best be done in fifty-five minutes or even longer periods.
- * Role-playing is not a miracle-worker. The teacher is the key figure in provoking questions and guiding the group. Francis Bacon once declared that "The skillful question is the half of knowledge."
- * Role-playing can lead into psychodramatic situations that may result in personal exposure. The teacher must guard against this by focusing the entire process on the roles--not on the persons who play them.
- * Role-playing needs to be employed in a democratic atmosphere. The teacher assists her students to structure their work, and explore various approaches to the eventual goal.
- * Role-playing must be at the level of understanding and maturity of the group. The semantics must be common to the students. We may have heard analogies like the one a little boy sang, "I'm going to Alabama with my Band-Aid on my knee."
- * Role-playing is more effective after a group feeling has been established. Methods like panel discussions, brainstorming, and committee work lay the groundwork for developing a "we-group" feeling-tone.
- * Role-playing tempts the teacher to speak up when there are silent moments. However, she must refrain. There is real merit in pauses for silence. They serve to get thinking movement into later action. Even the simplest question is said to require at least twelve seconds for students to formulate an answer.
- * Role-playing should be used with discretion to avoid over-use. A "tool" can be compared to a scaffold that is used for a building. No more of it is used than is actually necessary; and the edifice, when completed, is expected to stand by itself.
- * Role-playing has to be tried more than once for its effectiveness to be truly appreciated.

* Role-playing may be resisted in a few instances, primarily because the class may be unfamiliar with it. Some may think it is childish or feel self-conscious. However, the teacher's knowledge of the use of the technique will clear the way for its acceptance.

* Role-playing is unsuited for presenting large amounts of information.

We see that any method is not all "peaches and cream." Some students have been known to say:

"I felt ill-at-ease."

"I don't care what others think."

"I can solve my problems better by myself."

"I didn't learn anything that I didn't know before."

In spite of limitations

Role-playing serves to influence personalities, and help students become democratic individuals. More often responses will be such remarks as:

"It's good to know that others, too, have worries and problems."

"I'll try harder to like people and act better at home."

"Before this, I couldn't get up and speak before a class; I'd forget everything."

"I have learned not to have such strong prejudices."

"Now I think I understand better what goes on inside people."

"I have more self-confidence in group discussion."

"Now I realize that first impressions may be quite wrong."

"I'm beginning to see the importance of 'causes' for behavior, and I am less critical of people."

"It made me want to improve my personal weaknesses."

"I began to see that human beings can change."

"It helped me to get along much better with people."

The reason role-playing does work is because it is based on the old truth we have taken a long time to rediscover, "If we are really to learn anything, we need to learn it from the inside out. We have to start at the 'emotional' center," say Bert and Frances Straus in their book, New Ways to Better Meetings. Used judiciously, it will work for you!

Another way of saying the above in the words of Elwood Murray from his book, Integrative Speech is: "Verbal argument as to whether or not role-playing will be useful in a situation is pointless. It simply has to be tried. Intelligently used, it has been found effective, but to understand it one has to get the 'feel' of it in action. It is not an added attraction to entertain the group."

Methods arranged in sequence of difficulty in studying values

After a good deal of experimenting with trying to study values in home economics classes, Illinois teachers reached the conclusion that method varied in difficulty. Case situations, short stories, brief skits that could be read or listened to by students seemed the simplest for both teacher and students. Filmstrips were found to be easier than films because they, too, could be re-examined as often as necessary. Role-playing, everyone agreed, appeared to be the most difficult but also the most rewarding, if well done.

Previous subscribers of the Illinois Teacher, therefore, first received Vol. III, No. 7 which identified the nine objectives sought in studying class values and offered an extensive choice of reading materials suitable for grades seven through twelve, for the slow as well as the fast learner. Last year they received Vol. IV, No. 5 that offered somewhat more advanced concepts about values, guides for using films and leading discussions on assigned questions, and actual guide sheets for using highly selected filmstrips and movies.

Because recent subscribers do not have the complete series of which this is the third, special efforts have made it possible for Vol. III, No. 7 and/or Vol. IV, No. 5 to be purchased as single copies for fifty cents each. These particular issues are immediately available upon receipt of order.

Keeping up to date on aids for classroom teachers

In a world of daily crises, personal, family, community and even national values often seem to change with great rapidity. A situation that stimulated a discussion of values a few years ago may be a "dud" with today's youth. Once a teacher has learned of a source, she would do well to add to her order an inquiry concerning new aids that may be available. She and her students should be constantly alert to possibilities in newspaper reports, cartoons, the numerous accounts of "real life stories" in magazines, the recent in films and filmstrips. Soon students discover that values are discussed everywhere, even by politicians as they attempt to set up priorities for the use of taxes collected.

In addition to the already recommended September, 1961 issue of Teen Times, we would like to let you know about the service, Human Relations Aids, 104 East 25th Street, New York 10, N. Y. A description of the contents of Packet No. 44, which has just arrived, may best explain the kind of helps provided.

- * Blondie - comic strip episodes of Chic Young that vividly depict differences in family life - appropriate to stimulate role-playing by younger adolescents
- * Do Teenagers Have Wisdom? by June Bingham - good suggestions for conflicts with adults that will trigger role-playing initiated by students
- * Early Marriage, a twenty-four minute color film produced by the E. C. Brown Trust, 220 South Alder Street, Portland, Oregon - annotation indicates contents and use of this open-end discussion movie
- * Four Families, produced by the National Film Board of Canada in two parts of thirty minutes each - values and practices of parents in low economic environments of different cultures - rich in springboards for role-playing in child development units
- * Group Participation Methods by William Hollister - contains both old and new (such as "two-by-two buzzing") techniques for the teacher
- * What Psychology Can We Trust? by Goodwin Watson of Columbia University - fifty basic concepts generally agreed upon by all psychologists

- * Highlights of Progress in Mental Health Research 1960 from U. S. Department of Health, Education, and Welfare - many new and surprising ideas to be found in the non-technical summaries
- * Mental Aftercare - Assignment for the Sixties by Emma Harrison - a Public Affairs Pamphlet addressed to a relative or friend of a discharged mental patient, a common family problem today

To summarize, then, in this particular packet are six bulletins to keep the teacher up to the minute in subject matter and techniques in family life education, lengthy annotations of five films, plus shorter mention of some additional recommended materials on mental hygiene. Inadequate background in psychology can cramp a teacher's ability to guide role-playing and the discussions that follow. Consequently, a year's subscription to Human Relations Aids at \$7.00 for one year or \$12.00 for two years would seem to be an excellent investment for any high school library. Many teachers would find the several packets each year of great interest and value.

A final critique on attitude and value concepts

Attitudes and values may

- * describe the readiness of an individual to respond toward something in a certain way
- * are acquired through experiences which have a pronounced affective (feeling) component
- * influence perception in determining not only what the student sees, but how he sees it
- * are enduring, and change is gradual
- * are learned in much the same way that skills and habits are learned
- * are just as much a part of individual differences as abilities and achievements, and deserve equal attention
- * to be changed, require a change in self-concept through group processes
- * are more tenacious because of their affective appeal, and only by eliciting different feelings can change occur
- * are more apt to be accepted when a person believes he has done the thinking himself. As, in the words of Lao-tze:

"...When his work is done, his aim fulfilled,
They will all say, 'We did it ourselves.'"

Is awareness essential in better understanding of values?

Several years ago Life had an advertisement with the words, "Awareness is a Fact of Life. It comes early to some, never to others. People who have it are easily identified. They are busy keeping up with what's going on.

Their eyes are open to everything. While they vary greatly in size, shape, age, and income, they all have this: a curiosity of the current."

Of course, the aim of the advertisement was to sell Life. But its message has a way of evoking thought and value-judgments. What values do you find reflected in this essay that was written by a girl in the eleventh grade?

Awareness is a Fact of Life!

Awareness as defined by the dictionary means to be conscious of. This definition brought to me the realization that awareness does not necessarily mean knowledge alone. It is, however, curiosity and interest in all that surrounds us.

I began to think of all the many, many things that I personally am aware of. I notice the changing seasons, from the buds popping out in the early spring to the heat of a midsummer's day. Then golden shades of autumn with its lengthening shadows that blend into winter's clear, cold beauty.

I've noticed the gradual disappearing of farmland and the building of little villages upon the once green, tranquil pastures. As I grow older, I become aware of the tensions of the world around us, enveloping individuals, as well as nations. There is happiness and sorrow--prosperity and want--beauty and sordidness; of all this I am aware.

Our moods reflect our awareness in that, when we are happy, we notice the beauties around us; but when we are unhappy or ill, we tend to dwell upon the ugliness of life. Tell me, "Are you aware?" And, if you are, have you been aware of your awareness?

Values in good citizenship

This type of writing, although stimulated by a mere advertisement, can serve as a catalyst for a climate in developing values that are essential for creative home life and for successful citizenship. Educators in the social sciences more and more are accepting the technique of role-playing as one answer to the very important problem of teaching for citizenship. This is our society's basic aim of education.

A value prized highly in our democracy is a well-informed and alert citizenry. As long as people can be allowed to change their minds, evaluate evidences, think for themselves our democracy is safe. It is threatened only when inertia prevails. As this is so beautifully phrased in a preamble statement of the United Nations: "Our final value outcome is PEACE! . . . to reaffirm faith in fundamental human rights, in the dignity and worth of the human personality, in the equal right of men and women and of nations large and small."

Ultimate value outcomes that can be sought through role-playing for each student as a person, a family member, and a citizen, are:

In solving problems

- * Develop respect and understanding for the scientific method in discovering solutions to problems
- * Develop objectivity in self and others
- * Develop appreciation of the role of decision-making in a democracy
- * Develop ability in making choices in relation to one's values

In public opinion

- * Recognize forces which influence and affect public opinion in group action
- * Recognize legitimate and unwarranted pressure tactics used to influence policies
- * Recognize and use skills in critical thinking

In stabilizing homes

- * Develop desirable attitudes and values toward home and family
- * Develop an awareness in the relatedness of successful home living to good citizenship
- * Develop insight to causes that place the home in "transition" and the changing role-expectations of its family members

In education

- * An appreciation and recognition of the importance of education in our society
- * working knowledge of the relationship between the American philosophy in education and in other agencies of the society

In good will among diverse groups

- * An acceptance of the worth and dignity of each individual in all cultures
- * An understanding of conflicts that may arise between diverse groups
- * An evaluation of actions that family members can make in resolving crises within a home and in the larger culture

In the maintenance of world peace

- * Recognize the importance of each person's contribution in the design for peace
- * Recognize that cultural, physical, economic, and political conditions differ among families and nations, and appraise ideas and actions in light of these differences
- * Recognize the importance of settling differences through orderly, peaceful, and cooperative action by individuals and nations

DECISIONS: PLANNED OR CHANCE?

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Please make a decision right now! No matter how foolish the next few paragraphs may sound, I want you to make the decision to imagine what is suggested. I want you to imagine that you are hungry. Don't drop this article to get something to eat; remember I'm only asking for imagination. Now, let's imagine something more. You are not only hungry, but also tired and you are alone in your home. You have worked hard at a dozen different tasks and, although you are hungry and tired, your mind is alert to the needs of your middle. You realize suddenly that you had better do something about your hunger. Your stomach needs attention.

There are many excellent ways you could go about getting something to eat. You list the possibilities quickly in your mind. Although the telling takes most of a page, you may do something such as the following in a split second.

The first possibility that flashes to mind is to call the caterers. They have good food, and the thought makes your mouth water. But there are some disadvantages. The cost is a little more than you can afford at this time of the month, the time lag is too great for you are hungry now and a caterer would take too long to serve you, and another disadvantage is that the neighbors would surely think that you were "putting on the dog" if they saw a catering truck come to your door. You think of something else.

You could bum something from the neighbor? With this thought there seems to be a disadvantage that outweighs the advantage. It is true that you would not have to wash the dishes, but it is also true that the neighbor is a lousy cook. Let's go on.

A restaurant down town would be a nice way to satisfaction. The food is good but it also costs too much, and besides you would have to take a bath and get dressed. Next--

Starvation is a possibility. The way you feel by now you think that it may be an eventuality! Even though you could allow this to happen, you can think of nothing but disadvantages. They list something like this:

You can stand pain and besides it would take too long.

It distresses you to think that you may inflict deep psychological damage on the person who finds the body.

And last but not least, it somehow just-does-not-seem-right.

After these four possible courses of action have been rejected your mind welcomes the thought of your own refrigerator. It's close, you do not have to change clothes, and there is no time lag. On top of these advantages, you know that there is something in there you adore--liver sausage. You not only vote for the refrigerator, but you act upon your vote with positive action. Your decision is to relocate the liver sausage. You do; satisfaction is complete, at least for the moment.

You picked the refrigerator because it seemed to be the best choice you could make under the circumstances. But another time your decision might

very well embrace a different possible choice. In this sense, we are all researchers. We all make decisions by putting forth many possible courses of action in one place at one time for a scrutinizing look. Then we list the advantages and disadvantages and pick out the one best solution. This mental action takes the ability to make decisions. Not everyone seems capable of making decisions, even on the most elementary level. Many otherwise healthy people are confined today because of their inabilities in this respect.

Three major levels of decision-making

In a rough but perhaps provocative way, I have divided the methods in which we make decisions. I have come to three major levels of decision-making. The first method is on the lowest level, but it is by far the most popular.

1. The first method is that of making decisions from our own unaided mental processes. Unaided because, in this method, we add nothing to our store of knowledge in making a decision on a specific matter. An example of this may be keeping children out of the street. We don't have to ask Dr. Spock whether this is the right thing to do; we know it is right. Another example may be consulting someone else as to whether it is night or day. In most cases, we know that if it is dark it is night and if it is light it is day. But more difficult decisions than these are made on the level. There are many decisions concerning an important thing like marriage that are made on this level. Also, many people have a difficult time deciding whether to ask a doctor about the mole on their neck that bleeds occasionally. Many serious decisions are made with only the small bits of knowledge we have in our own heads concerning the subject.

2. The second method is that of making decisions through the acquisition of facts which are, however, not specifically related to the problem-decision area. An example of this second method is asking someone's advice who is not educated in the particular area in which help is needed. Another would be reading one's horoscope. A third is inferring to your own problems from unrelated information when specific information is available. Inherent in this second method of decision-making is a haphazard search for some knowledge and the inability to locate the specific bit of information that might be directly helpful in coming to a decision.

3. The third method, in its pure form, would be that each individual should personally conduct a detailed study of all the previous knowledge in his problem-decision area, and possibly even conduct a well-controlled empirical experiment which would further man's store of knowledge in this area. From this study one might be able to glean reasonable if not conclusive direction in deciding just what to do.

Much research has been done, so in most cases one does not have to do all this research for himself. In the area of Child Development, Dr. Spock is a great help, your local doctor is a valuable source of information, and the reading of reliable digests of the research that has been done is a good idea. All these sources of information give much that is not hearsay, superstition, or poppycock. It is true that research findings, over a period of time, have reversed themselves. Witness the professional advice in child-training given in the twenties which purported a very rigid child-care view. Witness the professional advice given in the late thirties and early forties

which was extremely permissive in nature. Now we are somewhere in the middle. Nevertheless, the information coming from research today is the latest and best information about all areas of human endeavor.

This does not mean, however, that research has all the answers. Research will eventually get better, more explicit, and provide more precise information upon which one can make decisions. Please note that I have not said that research will tell us exactly what to do as it can only suggest a possible better course of action. Therefore, even though we know enough about decision-making and use the third method when we can, we actually may not be able to come to a satisfactory decision directly from the research knowledge that is presently available. The question immediately arises: so then what?

The place of values in decision-making

There is a fourth method that actually permeates the other three. The first three methods are somewhat rational in their pure forms. This fourth method may have had somewhat of a rational base, but has long since ceased to be buttressed in rationality. Instead, it is largely subjective although extremely deep-seated in the human personality. I am talking about our personal values that we hold to be self-evident truths. They may or may not be self-evident or true. But this is of secondary importance when one considers their tremendous and tenacious power.

This world is moving so fast today that the values which were thoroughly inculcated into our very bone marrow as children may be today, not only out of date, but actually placing us as individuals in a disadvantageous position. Just how does this work?

Dr. Ruth Cavan in her book The American Family writes that there are three strong directing forces in the lives of men. The first force is the system of values that is part and parcel of his conscience. The values that he has learned direct him in a personal and intimate way. Values are very close to what man is. Merle Boyer in his book Highway to Philosophy has said that "Man is a creature of values."

The second controlling force is the norms of the society in which we operate. Group opinion is a powerful factor in how we live and the decisions we make. At some periods of our lives social norms, community pressures, and peer group insistence are more infectious than at other times. But at all times we care what others are thinking and react to it in some definite form.

The third controlling force in our lives is, in a way, a very odd thing. It is our own personal conduct. The question is immediately raised here as to how can our actual personal conduct control us? The answer may lie in the following example. A girl is born in a very small, close-knit farm community. In this community the personal values of most members are almost identical. The social norms coincide extremely well with the personal values. With the realization that the norms and values are in unison, the actual personal conduct of the community members falls into line with the other two. In this kind of society people are generally "solid citizens," there is seemingly little mental illness, and people seem to be getting along "just fine."

Now, for example's sake, (and this happens quite frequently,) let us take this girl out of her childhood environment right after high school, and place her in a very large city. In relation to the size of the community from which she came, a "very large city" may be no larger than Champaign-Urbana. She is now confronted with social norms. She will be laughed at and perhaps ostracized if she replicates her previous conduct based on the values she has held to be correct. Although she has a bad feeling when she does something in her actual conduct which is against her values, she may go right ahead. She is up against the great odds of a new and powerful social norm.

Now we see that this girl's values do not coincide with the new social norms, and her actual conduct may be out of line with both of them. She has never been asked to make decisions such as are facing her now. How does she know how? Does she completely give in to the new social norms and perhaps merely appear on the surface to be adjusting well, or is she able to retain in a healthy way her individuality in a manner that is respected by the social norm? Something has to give! Either other people must modify their attitude toward her, or she must modify her value structure. Sometimes both happen to some degree. In the light of these dynamics, her personal conduct must be modified to fit with the relationship between her total value pattern and the social norms in which she now lives.

Growth in decision-making

In her old environment this girl would have remained in good mental health. Now she may have her doubts concerning her own ability to cope with this new world and with her own dis-ease. I am saying that good decision-making does not come automatically from our government declaring, "You have freedom of choice." We get to be intelligent, healthy decision-makers through practice. Young children grow up lacking in many respects if they are never allowed to make mistakes contingent to their own decisions. It is not silly but rather good child development to offer a child the choice of sitting or standing when you put on his shoes and then, of course, abiding by his decision. This decision is his within the limits you set on his level.

Are we, then, to plan out the way we teach children to be competent at decision-making, or are we going to allow chance to take the opportunity to let the probabilities fall where they may? Some people think games of chance are fun. It seems to me completely ludicrous to think of games of chance in the growth of the next generation, or for very important decisions that may deeply affect you and your family. I conclude with the question: "Decisions: Planned or Chance?"

The following issues of the Illinois Teacher of Home Economics are immediately available at \$3.00 for all nine issues in a volume or 50 cents per single copy.

Volume IV

- No. 1 The "What" in Teaching Textiles
- No. 2 and 3 An Organization of Content for the First Level of Instruction in Foods and Nutrition
- No. 4 Developing Creativity through Home Economics Teaching
- No. 5 Developing Understandings about Values through Films
- No. 6 Teaching Housing in Senior High School
- No. 7 Planning Homemaking Departments
- No. 8 Special Home Economics Offerings for the Academically Talented
- No. 9 Changing Tests for Changing Times

The following issues of the Illinois Teacher are being re-run and will be available some time early next year at exactly the same prices as listed above.

Volume I

- No. 1 Discipline: Problem and Opportunity
- No. 2 New Dimensions in Adult Education
- No. 3 Streamlined Teaching of Foods
- No. 4 Boys and the Homemaking Teacher
- No. 5 Improving the Teaching of Money Management
- No. 6 Co-Curricular Activities--Boon, not Burden
- No. 7 The Play School in Teaching Child Development
- No. 8 Towards Results that Count in Teaching Clothing
- No. 9 Evaluation as Insurance

Volume II

- No. 1 Cooperative Planning Pays Dividends
- No. 2 Toward the Improvement of Family Life Through Education
- No. 3 Evaluation of Observation and Thinking
- No. 4 Television for Teaching Adolescents and Adults
- No. 5 Teaching Foods and Nutrition in the Space Age
- No. 6 Toward More Satisfying Living Through Better Time Management
- No. 7 Adventuring in Human Relations
- No. 8 Visual Aids Do Help
- No. 9 A Look at the Year Ahead

Volume III

- No. 1 Teaching Democracy through Future Homemakers of America
- No. 2 Teaching Clothing Selection
- No. 3 Teaching Economic Concepts Within the Homemaking Program
- No. 4 The Challenge of the Junior High School Home Living Program
- No. 5 Improved Teaching Through Improved Essay Tests
- No. 6 Teaching Foods and Nutrition
- No. 7 Teaching Values through Home Economics
- No. 8 Let's Talk it Over
- No. 9 Help Yourself to Success

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 4; December, 1961. Published nine times each year by the University of Illinois. Entered as second-class matter December 11, 1912, at the post office at Urbana, Illinois, under the Act of August 24, 1912. Office of Home Economics Education, 334 Gregory Hall, Urbana, Illinois.

WAYS AND MEANS TOWARD RECOGNIZED ENDS

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The desired ends of educational experiences have been debated from time immemorial. Even though a consensus on the broad aims of education is unlikely to be reached during the sensitive sixties, the effective teacher does not abdicate his or her responsibility to state what outcomes he hopes to observe in his learners. Therefore, this article will attempt to consider some of the means by which learning objectives may be brought into common focus. In short, we shall be looking at objectives and some of the ways recognition of those objectives may be shared by learners and teachers, during the experiencing process and in evaluating the achievement.

The thesis supported in this presentation is that the recognition of desired outcomes is in and of itself one objective of the teaching. Implied will be the challenge of mental discipline required of the teacher, when she sharpens her own thinking to the point where she knows precisely where she is heading and how she plans to guide the learners, be they younger or older adolescents or adults, to that point and ready to go beyond on their own "steam."

The central idea proposed for today's education

Charles E. Silberman in "The Remaking of American Education," Fortune, April, 1961, spelled out the ends of education recognized by certain groups of adults.

"The present ferment has gone beyond a restless discontent with the educational ideas of the recent past. Nearly all the change and experimentation now apparent turns around a central idea: the pursuit of intellectual excellence. For two generations intellectual training has not been the main goal of the U. S. public school system; indeed, it has never been the main goal of any school system designed for the broad mass of the population."

Silberman also highlights a controversy that is reflected in much of the criticism of educational systems today. Quoting Silberman:

"The U. S. need for educated men is sometimes stated in terms of specific skills said to be in short supply--electronics engineers or nuclear physicists. Educationally, this is the wrong way to approach the problem because it is impossible to predict what

skills will be needed ten years from now. Nothing could be more wildly impractical, therefore--and nothing more destructive to the future of an individual or of society--than an education designed to prepare people for specific vocations and professions or to facilitate their adjustment to the world as it is. To be practical, an education now must prepare a man for work that doesn't yet exist and whose nature can't even be imagined. This can be done only by teaching people how to learn, by giving them the kind of intellectual discipline and depth of understanding that will enable them to apply man's accumulated wisdom to new conditions as they arise."

What does this say to home economics teachers?

No school subject has a better chance of being taught by the problem method than does home economics. In few realms can we predict greater impact of sociological and technological changes than upon home and family living patterns. Therefore, the challenge is squarely before us, can we develop and teach a program in home economics that will be intellectually stimulating, that will be preparation for solving problems of which we are totally unaware today, and at the same time live up to the expectations of students and their parents? I answer with an encouraging "yes," if we really put our hearts and heads into mass production of top notch ideas focused on this very problem.

Operating within a stereotype of public opinion which relegates many home economics programs to achievement in terms of making and doing things, the 1962 teacher who wants to succeed in her school and community--and who does not--is faced with the baffling and frustrating complex of either teaching up to or down to expectations. At the same time she is often seeing her program labeled as non-academic and of questionable worth to the intellectually oriented high school student. As one teacher recounted, "Give them what they want, and we get kicked in the teeth for being too practical!"

A Common Focus for Learning

One tangent of this struggle involves curriculum. Reference to Volumes I, II, III, and IV of the Illinois Teacher of Home Economics will serve as a refresher on curriculum. Vol. III, No. 4, "The Challenge of the Junior High School Home Living Program," Vol. IV, No. 8, "Special Home Economics Offerings for the Academically Talented," and Vol. III, No. 9, "Help Yourself to Success" deal specifically with problems of curriculum building in the several areas of home economics subject matter.

Grouping Students

A second tangent leads us to a look at groupings for our courses. It is high time we recognized and accepted variability within classes as a boon to effective teaching rather than a bottleneck. Wilhelm's review of the recent research on grouping has given some leads on this topic, if not actual proof. You will find his article begins on page 410 in the April, 1961 issue of Educational Leadership. He reported, for instance, that:

* Groupings do not produce anywhere near the homogeneity hoped for.

- * Groupings have tended to ease somewhat the problems of instruction but the groups, especially those of high mental ability, do not necessarily learn any more than such students do in classes of mixed ability.
- * Findings point toward moving past preoccupation with types of learners and going straight to the unique individual; to quote, "Jettisoning closed, rigid, formal stratification and narrow subdivisions of people or subject matter in favor of open, roomy arrangements with a premium on flexibility."
- * Resources that are adaptable to this flexible arrangement were suggested as:

Learners are helped to size themselves up, each planning and recording progress accordingly.

Swinging from day-to-day lessons to comprehensive units, gaining time for teacher-pupil planning

Learning aids, such as tape recorders, table size projection equipment, and programmed instruction which can run the gamut all the way to teaching machines

Not one of Wilhelms' leads is really new to home economics teachers, unless perhaps it is "teaching machines." How then can we do better what we already may be equipped to do? Home economics teachers have reported applying the following principles to bring a divergent group into a common focus for learning.

- * Recognition of an immediate and a projected goal for each learning activity, first as a class, then for individuals, helps to provide a common focus for the learning even when the individual goals may be quite divergent.
- * The analysis of differences in individual goals, procedures, and outcomes provides a learning experience rich in appreciation and understanding of basic differences and similarities among families, place of residence, cultures, and just people as personalities in their own right.
- * When projects in such areas as clothing selection and construction are chosen on the basis of goals recognized by the learner and teacher rather than on an assigned type of garment, individual awareness or "reason why" seems to be increased.
- * When the teacher, assisted by the students, obviously is checking progress-gathering evidence toward the recognized common goals, the outcomes are apt to have deeper meaning than just "what I did."
- * If the process--the thinking, analyzing, decision-making--is to be made real and applicable in related or new situations, the alternatives, the hows and whys must be emphasized above the activity itself.

- * The teacher, who provides great variety in reference material, opportunities for student presentation, and a variety of evaluation techniques, takes greatest advantage of diversity in a group. These presentations are interesting in the form of demonstrations, sketches, and exhibits as well as the more common oral and written reports.
- * The evaluation of learning focused on individual and common goals is of two types--individual progress toward own goals, both immediate and projected, and toward the group outcomes recognized by the class.
- * Since such factors as motivation, stick-to-itiveness, and personal standards often are represented with much variability within a class, "minimums" provide guide posts and resting points for learners and may help individuals grow in understanding of themselves.

Teaching "Thinking" Is Not Easy

We have lots of company when we accept the fact that to reach outcomes that will equip our learners with understandings, tools for passing judgment and making decisions, requires mental discipline. Elizabeth Stone reminds us in the Summer, 1960 Delta Kappa Gamma Bulletin:

"Thinking takes practice. Too often we permit the minutiae of detail to fill our time, so that when we settle down to do some thinking about the important phases of our work, we find it impossible to think. Our minds are vacuums. There is emptiness, as one will find who attempts to think after a long period of not thinking. As Bernard Baruch observes in My Own Story, 'Mankind has always sought to substitute energy for reason, as if running faster will give one a better sense of direction.'"

Could we as home economics teachers sometimes be substituting energy-oriented learning experiences for thinking-oriented learning experience? Can we help our students perceive the thought processes inherent in the roles of wife-mother-homemakers, with all of the possible ramifications?

May I recommend the mental exercise, for teachers first and later for students, of taking any one responsibility (later try another) that a homemaker faces and identifying specifically the kinds of decisions involved. Let us look at an example: selecting school clothing for a seven-year old living in Wisconsin.

This experience was planned for a senior home economics class without prerequisites. Represented in this class were means and extremes in socio-economics levels and mental abilities. Few goals were consciously similar. Therefore, it was important to provide a common basis for study through a problem situation. The content obviously cross sectioned so many subject areas that the teacher wisely did not hamper the learning possibilities by "labeling" the subject. The teacher stated these objectives:

- * To relate knowledge of child needs and values, family needs and values, family resources, research and developments in industry and business, and governmental protection to a realistic problem

- * To think and apply facts to new situations, and to draw conclusions in terms of probable permanent as well as present conditions
- * To analyze the kinds of information upon which a homemaker might base her decisions

Procedures

1. Problem was presented to entire class for discussion. Sufficient interest was shown to seek solution. Teacher-stated goals were written on the board and discussed. Each class member could rephrase the goals in her own words if they were not clear as stated.

2. Assignment was given: "Write out all the kinds of questions and answers a mother would have to consider in this regard. You may discuss this problem with anyone you wish."

3. The following sub-problems or areas for decision were set by the class. List was surprisingly like teacher's pre-planned one.

- * Relating the money to be spent to needs of other family members' needs for clothing or to other expenditures
- * Deciding what qualities she is looking for in these clothes, i.e. care, durability, status, personal characteristics of the child to be complemented, etc.
- * Balancing the fiber and construction qualities that best fulfill each item chosen
- * Understanding shopping practices that best fit mother's limitations in time, energy, money, patience, and knowledge
- * Checking buying guides, labels, trade names, prices, then telephoning various stores for information, consulting advertisements, deciding time of day, whether to take child along or taking out items on approval
- * Establishing some tentative choices as a result of study
- * Applying conclusions to a problem of individual concern to the class members

4. Each student looked over the list and indicated need for study of each sub-problem or decision according to:

B.A. - Background adequate - I already have sufficient knowledge and understanding to meet this situation. Therefore, I am ready to try evaluation item.

N.S.N. - Need study - Am interested now

N.S.R. - Need study but prefer to work on a related aspect or type of decision. My rephrasing is: _____

5. Students who had the ability to work independently proceeded to set up their plans of work to match facts and/or principles to descriptive situations, seeking authoritative information from reference material and interviews. This was individual, not group work, at this point. Less able students were encouraged to proceed through a more detailed, step-by-step procedure and with more guidance from the teacher.

6. Class members pooled all their information, emphasizing variables in the solution of this problem.

7. Evaluation - Question sheet was distributed before discussion, later answered by each student in writing. Conclusions would be drawn from reports given in class and from own study. Guide sheet would naturally be varied to suit needs of group.

- * What conditions and characteristics of six to eight year olds are important in selecting their clothing? What different information would you need if the child is "early run-about"? Eight to ten?
- * What seems to be the relationship between "easy-care" clothing for this age group and cost?
- * What protection does the consumer buyer of children's clothing have from industry and the government? Do you feel this is adequate? Justify your answer.
- * How would you advise a young mother with limited knowledge of textiles to choose winter outer garments for a child? For herself?
- * How would your answer be different if the mother expected these clothes to be "handed down" to a younger child?
- * Go back to decision sheet in step 3. Describe in a story form, pictures, an exhibit or skit, the application of the decision-making steps to a similar actual or hypothetical situation that appeals to you. Limit your presentation to four minutes.
- * The class selected the three or four best of these presentations for experimentation with a skit to give at P. T. A. and other club groups. A committee from the class worked outside of class to prepare a skit combined with an exhibit, which received much favorable response.

8. Final evaluation - Written as a test in class. Papers on which each checked interest and/or need for study were handed back for reference. Give evidence of your learning from this experience in terms of:

I. New learnings - Think through the processes you have gone through to solve the problem. State one principle or generalization that you feel you can apply in future situations you may meet for each of the areas for decision. Remember that children, values, resources, ways to arrive at decisions are all involved. For example, "understanding shopping practices": A person who has only a little time free to shop when stores are open can save many hours by telephoning to ask good questions about what she wants, using ads, and deciding ahead of shopping pretty much what she wants. If you cannot state principles, list facts that you have learned that you feel you can use later.

II. Resources

- (1) What resources would you recommend to a young mother who might be faced with this kind of a problem?
- (2) On what basis did you decide each reference was authoritative?
- (3) Which would you recommend for the public library, if they are not already available there?

III. Personal gains

- (1) Give an example that illustrates how you have already made use of what you have learned in this unit.
- (2) How do you feel about the importance of thinking in relation to problems a homemaker faces?

9. Criteria for appraising individual achievement follow. These may take the form of a rating scale to increase the objective quality of the evaluation of learning during this three-week unit.

- * Ability to look at self in relation to problem situations
- * Degree of independence in using resource material to solve problem
- * Ability to follow through logically once a lead has been chosen, independently or with help
- * Ability to see application possibilities in new situations
- * Creativity displayed in solving the problem or applying the principles
- * Degree of mastery of subject matter involved in selected problem

Summary

Here we have seen how a problem, closely identified with the teacher's objectives, became also the means by which learners accepted some personal goals. Whether or not they had recognized these goals sufficiently to be able to verbalize them before the study is a real question and perhaps can be viewed in light of the ability differences represented.

To get real depth into home economics teaching it seems quite in order that the teacher minimize the risk of learners' missing the desired outcome by planning in advance how to involve them in the recognition of goals being sought. This recognition, too, is a learning experience and probably just as significant as the early involvement in an activity. What we do in home economics classes is so much easier to discuss than what we learned!

"The best is yet to be"

So Robert P. Goldman headlines an article in Parade, October 1, 1961. "Defense spending may be soaring, but don't lose sight of one vital fact. You, the consumer, have not been forgotten by American industry. It's booming along pouring billions into research for better living--to make you happier, more comfortable, and to make your daily routine more efficient," according to Mr. Goldman. Into the role of home manager come thousands of young men and young women each year. Their establishment of homes is a boom to the American economy. With industrial research increasing at the rate of about twelve per cent each year, according to Goldman, these young homemakers, and the established ones as well, will surely find unlimited outlets for their ready--and unready--cash. It will take a home economics teacher with vision and enthusiasm for profound thinking to plan sufficient depth in her courses so learners will have adequate bases for judging which of the "Best Yet" are essential for their families.

Is not this another example of the demand for understanding personal and family goals and the avenues which have a chance of leading in an acceptable direction? "Acceptable to whom" seems less important than "acceptable according to what aspiration." This is where teachers freely express their fears. "Who am I to set someone else's standards," you hear at conferences. Another familiar ring is, "Most parents can accept such standards as a five-eighths-inch seam width or a tunnelless muffin. They are even judged at the fair. But discuss how money shall be spent or children should be reared, and you are on mighty thin ice."

Again, the answer can come in terms of the methods a teacher develops for analyzing ways and means toward recognized ends. Again, our groups assemble in an--un--uniform pattern, and again we as educators give more than lip service to the recommendation that primary aims of a strong home economics program are geared to individual development--development of knowledge and understanding, talents, judgment, attitudes, and values. If we are realistic, we accept the fact that the measurement and appraisal of individual progress toward those primary aims are carried on by testing the learners in a group.

Add to the kaleidoscopic pattern another element--the premium placed on the high grade in this age of urgency to develop the intellectual potential represented in our school population. "Maybe grades aren't very important to you," commented a senior boy in Economics for Consumers, "but admission to college and scholarships aren't dished out to anybody with C's." So the grades mean more than a monetary reward from dad when grade reports go home. They are the status symbol par excellence in many high schools today, as they should be.

The fact that the grade itself carries such weight, albeit an external motivation, places uncommon demands upon the teacher to search diligently for as accurate evidence of learning as possible. The sad part of the story is the prevalence of parental, as well as student, opinion that if Johnnie does not make good grades, it is the teacher's fault. Somehow learning is not always equated as the basic ingredient in grading. Is it comforting to know that teachers report their own anxiety over this pressure to teach quality programs and attempt to develop valid instruments by which to gather evidence of learning? One teacher's successes may light a path for others to go an extra mile or so. In this battle all teachers in the schools have a stake!

In this complex of the Harvard bookbag-carrying, status-seeking, earnest and non-earnest young learners, we find that sharp lines are again being drawn to identify academic and non-academic areas of study at the secondary level. If we are to maintain our self-respect and the respect of our school population, the academic qualities of Home Economics teaching must show through the maze of discontent and criticism being heaped upon teaching anything that hints of a "practical" nature. This is not a defensive measure. It is accepting our birthright as educators for home and family living plus the challenges of our place in today's schools.

For some reason Home Economics courses are not included among the reports of experimental studies in Schools of Tomorrow--Today by Arthur D. Morse, Doubleday and Co., 1961. The imminence of the demand for intellectual masses has undoubtedly over-shadowed experimentation in the significant education in Home Economics. The following materials have been developed to help some teachers find answers to their own questions. Repetitions have been few so they can only be called the result of "studies," in terms of selected samples and limited trials.

Involving Learners in Recognition of Desired Outcomes

When a teacher hopes to involve the learners in the understanding and recognition of desired outcomes as they plan together for the learning experiences, the teacher accepts the responsibility for providing "handles" whereby the learners can "take hold" of the goals and find meaning in them. Sometimes this can be done by actually mimeographing appropriate parts of the early plans, which also can serve effectively as review sheets, as illustrated by the following unit plans:

Understanding How a Child Grows An eleven-day unit in Home Economics II

Goals

Learning what to expect of a child at different stages

Gaining faith that a child will develop from one stage to another

Understanding that each child develops at different rates

Class experiences included:

1. Recall of memories
2. Checking of cartoons and pictures for ages and rechecking to see progress in learning
3. Reading in reference books and pamphlets on a specific age and stage
4. Compiling of dittoed sheets on ages and stages
5. Observation at nursery school for types of play, play equipment, handling of discipline situations
6. Three half-hour observations, with written reports
7. Dr. Gesell's film, Life with Baby
8. Film, He Acts His Age, showing emotional growth in children

Attaining some skills and more appreciations in working with pre-school children so that they can develop without being too difficult to live with

Class experiences included:

1. Discussion and reading "Living with Children," Chapter 24 in Exploring Home and Family Living by H. Fleck, L. Fernandez, and E. Munves, Prentice-Hall, Inc., 1959
2. Practice in redirection of children

Understanding a child's needs in play, and art and literature, and developing skills of working with children in these areas:

Such goals involved:

Understanding purposes of play for children and being able to make intelligent choices of play material, based upon a knowledge of their ages and stages
 Recognizing factors other than developmental needs to be considered when choosing play materials
 Being able to choose books and stories appropriate for children
 Enjoying children's literature, and thus helping children to enjoy it
 Understanding importance of well-chosen books in a child's development
 Knowing what are normal steps through which a child expresses himself creatively

Understanding the need for allowing creativity to proceed unhampered
Learning some techniques for helping a child with his art work

Class experiences included:

1. Reading on what to expect of children from ages six months to ten years, then combining reports into a set of dittoed sheets
2. Checking of "age-and-stage" dittoed sheets to determine what play materials the child you are observing will need shortly
3. Reading references on play and play materials
4. Making a score sheet and judging of toys
5. Using a dittoed sheet on child's creative stages
6. Discussion on reading and study of examples of various stages
7. Reading, outlining, and reports on children's literature
8. Selecting of suitable book for child observed

Understanding self better as a result of studies, as well as seeing role of parents more objectively

Class experiences included:

1. Recall of earliest memories to better understand own creative development
2. Questioning and reference at all times to own experiences

Improving communication and other relations with children at home and in your neighborhood; being aware of some social results attributable to wise or unwise child guidance

Class experiences included:

1. Study and discussions in general as well as skill developments in play, art, and literature areas, also area of Living with Children
2. Own observations
3. Own thinking as a result of this study
4. Possible presentation of written observations to the child's mother to treasure

This particular class was interested in and chose to concentrate on children's art development. Other classes might make other choices. Reports were pooled to provide the material, "Stages of the Child's Development in Painting, Drawing, and Modeling."

Children's drawings were collected from the school file, from brothers and sisters, from the child each observed. After study, the drawings were again observed and the student's increased learning and understanding were obvious. No attempt was made to record a grade for this.

Stages of the Child's Development in Painting, Drawing, and Modeling

Psychologists have identified four stages through which a child passes on his way to maturity in using raw materials for making art objects. True, the preschool child (under six) completes one stage and begins another. The stages are:

1. The stage of manipulation, which begins at two or before and continues for another year or two (sometimes more)
2. The stage of child symbolism, which may occur as early as the third year and continues until approximately the eighth year
3. The stage of pseudo-realism, a transitional stage from around eight to eleven years
4. A stage of realization and awakening which coincides with the beginning of adolescence.

In painting and drawing, the stage of manipulation is called the scribbling stage in most of the literature surveyed, and the child proceeds through distinct steps in this scribbling stage.

Scribble stage--first phase. Around two or before, the child starts to make uncontrolled marks on paper when given a crayon. A stick in dirt is as good as a crayon, and a wall is as good as a blackboard. These uncontrolled movements bear the same relationship to painting and drawing as the first babbling bears to speech. Just as he enjoys his babbling, so he enjoys making marks with the object he holds. He has no desire nor ability to control the marks, for he does not connect the movement of the arm to the marks.

Scribble stage--second phase. At a later time, perhaps six months later, the child makes the great discovery that he can produce motions on paper of his own free will, and he begins to repeat some of these motions. One specialist, Helga Eng, in observing her niece, noted a tendency to scribble back and forth, making what she called a wavy scribbling. This was followed by a circular, then a variegated scribbling. Other authorities call it "controlled scribbling."

When using paints, the child first explores the qualities and possibilities of the paint itself, and then shows controlled movements as in drawing. Katherine Read in her 1955 volume, The Nursery School, W. B. Saunders Company, describes a child's first experience with paint:

"... she approached the easel with evident satisfaction on that first day. She painted on the paper with full strokes of brush, using all the colors. Then she touched the tip of the brush to her tongue, and stood relishing its taste. Next, she brushed it under her nose, getting its smell. Afterwards she carefully painted the palm of her hand. She found out what paint felt like. She had enjoyed all the sensory experiences that paint offered, and she used it often during the time she attended nursery school."

Putting paint on paper has no special significance in the early days of this phase, and it may be put everywhere else as well. The child achieves satisfaction in making a lasting impression on things around him and in changing the world itself. This is creating, but not planned creating. Later, as his motions become more controlled, he learns to confine his efforts within the edges of a paper, but it is still an experience to be enjoyed for itself, not a symbolic representation of something else.

Scribbling stage--third phase. Sometime during the controlled scribbling stage the child tells a story as he scribbles or about his scribbling; for the first time he is thinking in terms of mental images as he draws or paints. Ceasing to think like an animal in terms of actions only, he has begun to

think in men's terms of images, which is an advancement toward verbal thinking. The story telling may be prompted by an imagined similarity in lines, or may be influenced by hearing his parents tell a story while looking at a picture.

Scribbling stage--fourth phase. Sometime between the ages of three and four, a name will usually be given to the scribbling, either as the child paints or after he finishes. The child completes his first stage of manipulation, or scribbling, sometime around his fifth birthday, and he begins the second stage of development, that of symbolism or "formula drawing," as Helga Eng calls it.

Symbolic stage. The first symbolic drawing is usually a human figure, a round or square with two lines for legs. There may or may not be lines for the arms. Later the house he lives in and then animals he knows are drawn. While the child always draws human beings full face at first, animals are shown sideways from the very beginning because characteristics of an animal are best seen from the side view.

Daniel Mendelowitz of Stanford University agrees that the child usually paints the human figure first, especially himself or his father, mother, brother or sister. He said the lines attached to the circular body may or may not have hands or feet, and the head has eyes, nose, mouth, and perhaps ears. He points out that studies have shown that a five-year-old can draw a circle best if it has eyes, nose and mouth, for he cannot understand an abstract circle and has difficulty drawing it. The head is usually the same size as the rest of the figure, although sometimes "a beanpole with a little head" appears. There is no background or setting in these drawings, and properties necessary for the action of the picture are placed around the figure at random. Size, for the child, is a natural expression of importance.

Viktor Lowenfeld of Pennsylvania State University also comments on the tendency to make the most important objects in the picture the largest. "To make something large because it is important is an illusion just as it is an illusion to make something small because it is distant." Evidences of growth as the child continues in this stage are:

- * An increase in the number of parts by which a person or object is symbolized
- * An increase in the number of objects represented
- * Presence of fewer unidentifiable scribbled parts
- * More consistent proportions and relationships between objects
- * Larger drawings which fill the page more completely
- * Increase in span of interest, so more complex drawings will be finished

He completes the first phase of the symbolic period usually by his sixth year when he uses a fairly standard symbol for the human figure and he arranges the objects of his picture on a base line at the bottom of the page.

Modeling

The stages of manipulation and symbolism can be seen in the child's growth in the use of clay and other three-dimensional activities. Ruth Hartley, Lawrence Frank, and Robert Galenson, in their 1952 bulletin from the Columbia

University Press, listed these in the following order:

1. First, clay is explored, the child seeming to ask, "What is it?" He eats it, smells it, pastes it on his face or stuffs it in his nose, pats it, pounds it, cuts it with sticks, and bangs it with blocks.
2. In the second stage, attention is still focused on manipulation, but clay is looked upon as a raw material to be manipulated and changed in shape. Thus, he pats it or rolls it or tears it.
3. In the third stage he approaches clay as a raw material to be made into something else. The product which is made, not always with intention, is used as the real thing. Thus, if a ball is made, he plays with it like a ball; if what he calls candy is made, he eats a bit of it. This stage may go through the fourth year.
4. The fourth stage is the one many adults expect to be the first one; in this, the child indicates what he is going to make, makes it, and realizes it is only a representation and not to be used as the real thing. He usually makes the parts which he fastens together to make a whole.

Summary

Just as the child learns to talk or to walk by mastering progressively difficult steps, so he develops in his creative use of the raw materials used in painting, drawing, and modeling. First, somewhere around the age of two, he explores the characteristics of the medium used, and then he suddenly discovers he can change the medium, or use it to change his environment, in a definite and controlled way. Later, he tells stories or suggests image associations as he manipulates the material and lastly he attempts, from memory, to make representations of persons or objects in his environment which have meaning for him. These attempts at symbolism also follow similar stages, with size of objects or parts of objects indicating degree of importance to the child.

Evaluation of Growth in Understanding How to Guide a Young Child's Behavior

Directions: The "better" statements were suggested in class before study. After study of ways of guiding children, fill in the "best" statement.

1. Statement: "Don't play with the knife."

Better: "If you play with the knife, you might cut yourself."

Best: _____

2. Statement: "Don't throw sand!"

Better: "You shouldn't throw sand because you might hurt somebody."

Best: _____

3. Statement: "No! No! Put that vase of flowers back. You're going to break it, Kathy."

Better: "Mom wouldn't want her nice vases broken, would she? Here! Come and play with your toys."

Best: _____

4. Statement: "Don't kick Johnny!"

Better: "If you play with Johnny, he'll be your friend instead of your enemy!"

Best: _____

5. Statement: The boy sticks out his tongue at the minister. You say, "Don't! That's rude!"

Better: "That shows you are still a little baby."

Best: _____

This instrument should be scored as follows:

Answer is evidence of understanding of basic concept involved	Answer suggests involvement of adult or person giving direction
---	---

Score Values

Answer involves close redirection to activity

4

5

Answer involves more distant redirection

3

4

Answer involves completely different redirection

2

3

A "cause and effect" answer

1

2

Final Evaluation Based upon Objectives Pages 153 and 154

Student's Name _____

Supplies needed: Your observation reports; the "ages and stages" sheets; colored pencil; pen

Note: The quality of thinking you show in answering the following questions is far more important than the amount of writing you do.

1. Analysis of all observations

Read all the following directions through carefully before beginning.

Check through your observations and compare with your listings of ages and stages of a child the same age. Be sure to check at least one year before and one year after. Use a colored pencil for marking your observation sheet. Put an X by the statement you are using as an example, followed by the year and number of reference on the ages-and-stages dittoed sheet. For example:

Observation: May 4th, 6:30 p.m.

Child: Johnny Doe, 22 months

- | | |
|---|---------------------|
| 1. Sets glass down | Age: <u>2 years</u> |
| X 2. Picks up a spoon by wrapping all his fingers around it | Reference: <u>6</u> |
| 3. Took a spoonful of food and ate it slowly | |

This means you are comparing the second item in the observation to the first item under age 2 years on the ages-and-stages sheets.

Continue to make as many comparisons as you can find in the observations you have made. Clip your observation sheets and ages-and-stages sheets to your test paper when you hand it in.

- II. Did the child you observed sometimes perform above his age level according to your checkings in question I? Below his age level? Right on it? Justify your conclusions with examples:

Why can you not come to the conclusion that the child you observed is exceedingly bright or slow or average on the basis of these findings?
Reasons:

- III. If the child you observed acted in a way which would be annoying to those around him or destructive to himself or others, use that as a basis for your thinking in this question. If no such observance was made, check that age level on your ages-and-stages sheets for an example to use.

Observance or example chosen:

Give at least two specific suggestions, using different principles in line with the basic principles suggested by Fleck or other authorities which would help a sister or baby-sitter or other family member to live comfortably with this child and at the same time insure continuing growth of the child in his various areas of development.

1. Basic principle and specific suggestion:

2. Basic principle and specific suggestion:

- IV. Supposing the child you observed is having a birthday in June. Select a birthday present which is either (1) a creative art material, (2) a toy other than the creative art materials we considered in class or (3) a book. Describe your choice (A), tell what you would consider in buying it (B), and how you might help the child use it successfully (C). Use the back of this sheet if necessary.

A. Choice:

B. What you would consider in buying it:

C. How you might help a child to use it successfully:

- V. Recall several incidents which occurred sometime before you were ten in which you felt irritated or annoyed or upset or must have been annoying to others. Check these incidents with your ages-and-stages sheet and select one for comment.

Describe the incident selected:

Does this incident appear now to be a stage through which you went or does it appear to be a type of behavior requiring discipline because it did not help you grow into the next stage? Explain your answer briefly.

Ages and Stages Sheets

As a result of pooling reports and study, these sheets of expectations were developed by students and dittoed for class use.

What to Expect in a Child

Six months

1. Usually doubled birth weight.
2. Reaching end of natural immunity against dangerous diseases.
3. Two lower front teeth.
4. Has gained one to two inches in length since birth.
5. Sleeps about sixteen to eighteen hours.
6. Can sit up for a while by himself.
7. Lifts his head when lying on stomach.
8. Plays by putting feet into mouth.
9. Rolls over by himself and soon begins to creep.
10. Eyes and hands function together--grasps rattle and shakes vigorously.
11. Transfers larger objects from one hand to other.
12. Enjoys bath time--helpless in water.
13. Carries all objects to mouth.
14. May suck thumb or fingers.
15. Beginning to drink from a cup.
16. Needs one long and two shorter naps during the day.
17. Talks to himself in mirror--smiles and pats his image in glass.
18. Vocabulary grows--coos, squeals, combines vowel sounds, says "m-m-m"
19. Listens to words and to his own vocalization.
20. More of a sociable being--differentiates between familiar and strange faces.
21. Enjoys company but also happy to play alone with his toys or explore his hands and feet and talk amiably to himself.

One year

1. Average height--twenty-eight to thirty inches.
2. Number of teeth--six.
3. Average weight--twenty-one to twenty-five pounds--three times birth weight.
4. Sits alone.
5. Can stand and may walk alone.
6. May walk but may still prefer to creep.
7. Holds cup and spoon, beginning to feed himself (appetite normally decreasing)
8. Plays with simple toys, especially likes noisy ones.
9. Can pick up small objects with thumb and finger.
10. Learning to climb.
11. Is slowly learning toilet control.
12. Is dependent on parents for physical care.
13. Learning to pull off stockings.
14. Enjoys tearing and crumpling paper.
15. Likes to pull hair.
16. Sleeps about sixteen hours.
17. Says a few words (single words only) with a wide variation of sounds.
18. Waves bye, bye, patty cakes.
19. Recognizes greetings and people by sight and voice.
20. Loves attention--responds to approval.
21. Repeats performances that get attention.
22. Imitates.
23. Stops certain acts on command.

Eighteen months

1. Abdomen protrudes.
2. Often has daytime bladder control.
3. Climbs stairs.
4. Uses a spoon fairly well.
5. Builds cube towers.
6. Tosses a ball into a box.
7. Turns pages of books.
8. Imitates crayon strokes crudely.
9. Walks on a broad base; feet wide apart.
10. Runs with a stiff, propulsive gait.
11. Uses whole arm action to play ball.
12. Difficulty in coordinating his hands and feet.
13. Likes to lug, tug, push, pull and pound in rapid succession.
14. Takes off shoes, hat, and mittens, and unzips zippers.
15. Likes to close doors, flush toilets, mop up a puddle and hand his mother his dish when he is finished.
16. Never in one place long.
17. Says five or more words (see no. 18 for report by another authority).
18. Vocabulary consists of about twelve words.

19. Has an abundant repertoire of sound and gesture.
20. Favorite words are--"bye, bye," "Thank you," and "Oh, my."
21. Is always into everything.
22. Attention span is short, but does learn in spurts how his household operates and where things are kept.
23. Responds to verbal directions, but must still be managed mostly by action.

Two years

1. Cuts his last baby teeth--sixteen to twenty teeth.
2. Does not walk erect; his knees and elbows are slightly bent; leans forward when he runs.
3. Average weight--twenty-six to twenty-nine pounds.
4. Average height--thirty-two to thirty-four inches.
5. Stoops or squats.
6. Eats with overhand grip on spoon.
7. Runs about and is very active.
8. Experiments by touching, smelling, tasting.
9. Is able to undress self except for buttons etc.
10. Can go upstairs, one foot after the other onto each step.
11. Can throw or kick a ball.
12. Can turn a doorknob and imitate a circular stroke on paper.
13. Likes to take things apart and put them back together.
14. Can't sit still.
15. Is able to feed self at most meals.
16. Will stick to one method of eating, dressing, and washing.
17. Needs rest before noon and night meals.
18. Is able to help wash self.
19. Likes wheels on toys and push toys.
20. Is able to turn pages.
21. Tends to be rough on books.
22. Will push his carriage, not ride in it.
23. Is able to open drawers.
24. Builds blocks into small towers.
25. Likes to fill and empty things.
26. Likes water--splashes and dabbles.
27. Tells when he needs the toilet.
28. Talks in short sentences.
29. Shows independence in speech and actions; is often negativistic, saying "No!"
30. Is curious.
31. Enjoys simple stories, rhymes, and songs.
32. Intense emotions but not for long.
33. Has short attention span: is easily distracted.
34. Likes to "pretend."
35. Needs a lot of time in order to change activities.
36. Prefers bright gay colors.

37. Interested in textured objects.
38. Likes to take favorite toys to bed with him.
39. Engages in solitary and parallel play.
40. Follows simple directions.
41. Prefers to play alone; likes to watch other people instead of participating in the activities.
42. Does not share well.
43. Likes to do small errands.
44. Is not aware of others' feelings.

Three years.

1. Angelic baby look although he is beginning to do things for himself.
2. Average height--thirty-eight inches.
3. Uses large muscles in arms, legs, body--lifting, loading, pushing, pulling, sliding, and climbing. Enjoys swings and slides.
4. Finer actions of muscles (fingers and hands) are not fully developed.
5. Can maneuver stairs alone and with alternating feet.
6. May run up and down stairs.
7. Rides a tricycle, confident of his equilibrium.
8. At meals is self reliant--does not have to be fed.
9. Gets own glass of drinking water.
10. Dresses himself; needs help with hard parts.
11. Starts to use a fork and can eat without much spilling.
12. Has learned to brush his teeth.
13. Likes to make mud pies.
14. Makes trains or towers out of blocks.
15. Can help put away toys.
16. Can hang up his coat and hat.
17. Many can sleep without wetting.
18. Many can put themselves on the toilet; has developed bladder control.
19. May stay awake at nap time.
20. Acts more like a four-year-old than a two-year-old.
21. Will fall a lot.
22. Copies crude circles.
23. Uses a handkerchief.
24. Can indicate the position of pain.
25. Puts away toys after use.
26. By using new skills of speech and movement, child can get the feeling of success and achievement and confidence.
27. Loves noise.
28. Does only one thing at a time.
29. Thumb sucking--turns to it when the going gets rough.
30. Talks a great deal to hear voice and use new words.
31. Needs someone to suggest next step.
32. Uses many verbs and pronouns.
33. Worries about "bad men."
34. Often can carry a tune.
35. May pick nose.

36. Is more conforming; is aware that he is a person and is eager to ingratiate himself to please.
37. Responds to verbal guidance.
38. Misbehave because:
 - they want to be independent
 - they are curious and must know "why"
 - they may be bored
 - they may be angry
39. Will keep busy and can entertain self for long while.
40. Now uses complete sentences.
41. Tries to be friendly; is interested in other people.
42. Attitude toward other children may be pushy, hitty, and bossy.
43. Does not "share" easily; if it looks good it's mine, is their motto.
44. Does not play with other children but near others.
45. Imitates parents and takes part in family activities.
46. May pay no attention to what they are told to do.
47. May say things like "I hate you."

Four years

1. Gains four to four and one-half pounds in the year.
2. Dresses self except for small buttons.
3. Brushes teeth and washes hands.
4. Goes on simple errands.
5. Likes to make things out of paper, sand, and clay.
6. Can use crayons, scissors, and other simple tools.
7. Runs down stairs.
8. Copies squares or cross.
9. Describes pictures.
10. Tries to make rhymes.
11. Can relate things to the past.
12. Is developing a conscience.
13. Uses language well.
14. Is noisy, and vigorous activity has definite direction.
15. Is able to carry some responsibility.
16. Is full of questions.
17. Has more fears, because he can understand dangers.
18. Makes up little stories.
19. Likes to sing; repeats verses of songs he hears.
20. Wants stories repeated.
21. His ideas about time are becoming clearer.
22. Can learn to say his name, address and telephone number if taught to him.
23. Loves to play games and pretends to be some animal, using sound effects and props.
24. Uses new words in sentences for sound, not for meaning.
25. Is developing a longer attention span.

26. Enjoys being silly, along with friends; craves being with other children.
27. Can carry on a running conversation with anyone.
28. Asks questions not only to get answers but to get attention.
29. Is beginning to play with other children instead of parallel play.

Five years

1. His head is almost as large as it will ever be.
2. Weight is double that at one year.
3. Can hop, skip, turn somersaults; can handle sled, wagon or small bicycle.
4. Likes to cut, paste, draw and paint pictures (eye and hand muscles now better coordinated).
5. Can be skillful in handling tools and utensils if suited to his size; more precise hand and finger movements.
6. With training, can dress and undress, lace shoes, hang up clothes if low hooks are provided.
7. Can get a drink, go to the toilet, wash hands and face, clean up after play and help themselves at the table.
8. Likes to help mother with household jobs, do errands, paint and saw with father.
9. Can speak quite clearly, though a few confused sounds such as "dat" for "that."
10. Imaginations are very lively.
11. Fear of dark--needs light on when going to bed; fear caused from some TV programs.
12. Likes clothes and loves to dress up.
13. Sometimes can go to kindergarten or store alone after instructions in crossing streets.
14. Loves to hear and tell stories but becoming more serious. Asks thoughtful questions--"What is this for?" "How does this work?" Needs an answer which really explains.
15. Is developing a longer span of attention.
16. Intense curiosity about world around him.
17. Loves repetition in speech and hand actions.
18. Can be taught simple health rules.
19. Defines words by use.
20. Listens to everything that is said and repeats it at the most inopportune times.
21. Prefers playing with other children in projects like playing house, building garages, switch yards for trains and cars.
22. More dependable, likes to feel independent and can be given more freedom.
23. Uneven in social behavior; sometimes shares and cooperates, sometimes shows off; shy, self-conscious; may sulk and try to destroy his toys when scolded.
24. Obeys simple commands in sequence.
25. Less use of grabbing and pushing than at age three.
26. Still experiments with forms of social behavior that may seem annoying to others.

Six years

1. Starts to get permanent teeth, the six-year molars.
2. Has twenty to twenty-four teeth.
3. Needs twelve to thirteen hours sleep, including nap.
4. Likes outdoor play equipment and strenuous activities; has better balance and straighter posture.
5. Some have mastered roller skating, ice skating, swimming; is absorbed by running, jumping, dodging games.
6. Has improved skills of the previous year.
7. Enjoys any sort of wheel toys.
8. Learns to count.
9. Expresses own ideas; at times tries to talk like parents.
10. Goes to school.
11. Eager to learn; longs to experiment and to explore.
12. Is often careless, noisy and argumentative.
13. May make collections and send for samples.
14. Learns to plan ahead.
15. Likes fairy tales and adventure stories.
16. Has understanding of time and money.
17. Commonly uses upwards of 2500 words.
18. Delights in imaginative, dramatic play.
19. Is developing a conscience or moral code; is concerned by right and wrong.
20. Likes playing with other children.
21. Likes to help mother and dad and follows lead of playmates.
22. Begins to evaluate how parents' opinions are shared with teachers' opinions.
23. School, church and community activities take up increasing amount of child's time.
24. Realizes others can do some things better than he can.
25. Being part of a group and having a best friend becomes very important.
26. These groups of friends are usually of the same sex.
27. Learns to give and take and to gain acceptance.
28. Begins to evaluate self and behavior.
29. Sitting still is an effort; wriggling especially noticeable at table.

Eight years

1. Ten or eleven permanent teeth.
2. Can do all that six-year-old can do, but better.
3. Has slow, steady physical growth.
4. Needs almost twelve hours of sleep.
5. Has big appetite.
6. Swims well and can bicycle and roller skate well.
7. Bathes self, but sketchily.
8. Likes to experiment and explore; girls experiment with their mother's things; may take a puff or two on cigarettes.

9. Interested in radio, TV, comics, movies, pets, sports.
10. Makes collections; sends for samples.
11. Likes fairy tales.
12. Can tell day of month and year.
13. Can make change for small amounts and tell time.
14. Far off places have real meaning.
15. Has lots of worries.
16. Humor is of slapstick variety.
17. Likes to play store.
18. Begins to have an historic perspective.
19. Reads for pleasure.
20. Likes to play cops and robbers, father and mother, teacher, doctor, and actor.
21. Girls like doll play.
22. Although searching for a special friend, can share the friend with a third person.
23. Has accepted parent's prejudices and attitudes toward other religions, economic groups and political beliefs.
24. He can learn to accept Negroes, Chinese Jews, Catholics, Protestants, Republicans, and Democrats.
25. Still too wrapped up in himself and his family to be angry at injustices, but his sense of fair play is being developed.
26. Evidence of modesty increases.
27. Is not entirely capable of team play.
28. Manners often better away from home rather than at home.
29. Likes pretty teachers.
30. May have setbacks at home if another baby is on the way or has been born during the year.
31. Likes to be paid for chores.

Ten years

1. Girls begin to outgrow the boys their age.
2. Girls are bothered by being exceptionally tall or short with bodies out of proportion.
3. Boys worry about shortness.
4. Girls are two years ahead of boys in many ways in this period.
5. Average weight--girls, 79; boys, 77.
6. Fourteen to sixteen permanent teeth.
7. Boys are very interested in sports.
8. Cares almost entirely for his or her person.
9. Some girls are still "tomboys."
10. Are able to do very precise work with their hands, although some things such as needlework is still difficult for them.
11. Some find it hard to adjust to this step of their education at school.
12. Wants to belong; gangs very popular, clubs, etc.
13. Boy-girl worries start and the idea of being socially accepted bothers.
14. Has fears and frustrations of an in-between age, being either too young or too old for most things.
15. Girls are starting to drop interest in dolls for the new boy craze.
16. Begins to take responsibility around house with younger children, etc.

Recognition of goals through motivation

Not always is it desirable from the standpoint of encouraging learner independence to think through situations nor, from the teacher's time schedule, to duplicate hand-out sheets describing goals and procedures. The very methods a teacher uses to motivate learning can set the stage for recognition of goals. One teacher built some ideas into her plans, as follows:

Area: Health, Safety, and Home Nursing

Unit: "Let's be Prepared for the Unexpected!"

Previous assignment: Red Cross - Home Nursing Handbook, Chapter 6

Lesson: Learning to improvise equipment for the sickroom

Objectives:

- * To develop an awareness that adequate equipment for a patient can be made from common materials found in the home
- * To realize the economic value of making, borrowing, or renting, rather than buying, some equipment
- * To learn the techniques for making certain improvised equipment effective and sanitary
- * To learn to use ingenuity in devising sickroom articles that will add to the comfort and happiness of a patient

Materials needed: Improvised equipment for display, numerous articles such as newspapers, jelly jars, cookie sheets, pillows, etc. Also paint, "contact" paper, paste, scissors, stapler, etc.

References available: Red Cross - Home Nursing Handbook
Wava McCullough - Illustrated Handbook of Simple Nursing

Activities

Display set up by teacher in home economics department of homemade sickroom equipment. Caption used: "Don't use your money; use your ingenuity!"
Call attention to the display as the girls come into class.

For the last two days we've been considering the sickroom and how it can be adapted to the patient's needs. Today we're going to go a step further and consider the equipment needed in a sickroom. Many times when a person is ill, he has needs that call for equipment that isn't used in everyday living. What are examples of such equipment?

Teaching aids and outcomesMotivation:

Try to make students realize that they need not buy equipment when a patient is ill.

Allow girls to walk around and look and discuss the display together.

Introduction: 10 minutes

Activities

Since we all like to save money where we can, it seems it would be to our advantage to be able to make the necessary equipment from materials already on hand in the home. The equipment that is displayed here today is all made from common household materials, and each piece costs twenty-four cents or less. Here, for instance, is a "dressed up" cookie sheet; for what could it be used?

If saving time were a more important goal for your family than saving money, how might you go about securing equipment for the sick room?

Class discussions of devices seen on display, of demonstrations, and in answering questions

Teacher demonstration of how to make various pieces of equipment, with help from students

How would these pieces of equipment I have made add to a patient's comfort and happiness? What will you need to know in order to achieve this comfort and convenience?

Now I would like you to use your own ingenuity. Over on the table is an array of common household articles. Think of some particular need of a patient, such as those we have been discussing. Then, using the materials on the table, improvise a piece of equipment to meet this need of a patient. Check your reference material for ways to sanitize the equipment.

Teaching aids and outcomes

Students realize that a piece of equipment may serve many purposes.

A list of necessary equipment can be set up, indicating articles which could be rented or borrowed at a reasonable cost.

Demonstrate how to make:

1. backrests
2. novelty flower containers
3. pillow arm rests
4. slippers from newspapers
5. cookie sheet food trays, etc.

When making equipment for the sick-room, make it with the patient's needs in mind. Equipment is devised to help a person in eating, make him more physically comfortable, cheer him emotionally through adding bits of cheer to the room, etc.

Laboratory:

This will prompt students to use their ingenuity and consider more carefully needs of a patient. It will give them an opportunity to become somewhat skilled in the techniques of improvising. It will bring to focus the fact that a lot of money can be saved by making home equipment that will serve the patient's needs just as well as if equipment were bought for him.

Tomorrow we will each show our piece of equipment to the class and discuss them in terms of:

- * Effectiveness for purpose
- * Care needed for cleanliness and sanitation
- * Saving of money
- * Problems in making or using
- * Other ways to achieve same purpose

Clincher:

1. What factors help a person or family decide which equipment should be improvised, which purchased?
2. What values might the "making" or improvising promote?
3. What precautions should you remember in selecting and using equipment for a patient?

Evaluation Instruments: Purveyors of Meaning to Students

In theory--we see it in books, hear it discussed at conferences--the teacher obligates herself to evaluate learning in terms of objectives for that learning. In practice, do we apply the theory? Other questions teachers raise--"How do you know if subject matter is learned unless you test for facts?" Going back to Silberman, can we be confident that the subject matter that is true today will also be true tomorrow? Often essay questions that involve problem solving provide more worthwhile learning.

The following essay items were developed to be used where appropriate during a unit planned to meet the objectives listed.

Unit: "Laundry News Eliminates Washday Blues"

Time: two-three weeks, eleventh grade

Students have good background on fibers, weaves, finishes of fabrics

Objectives:

- * To be aware of the vast variety of fibers, fabrics, and finishes available on the market today
- * To review the basic properties of synthetic fibers and the relationship between properties and care
- * To know the main types of weaves and popular finishes and how they affect wearability and care
- * To have a basic understanding of the classes of stains and removal agents and the principles of stain removal
- * To understand the principles involved in determining a laundry method and procedures to be followed
- * To be familiar with various types of laundry appliances and their uses
- * To understand the importance of proper clothing care and its effects on personal grooming and relations with others

Evaluation items:

1. Sue Howard recently married and moved into a new neighborhood. One of her neighbors, Mrs. Wilson, has a family of four active children. She does her laundry two or three times a week. Mrs. Mason who lives next door told Sue that it really would be much simpler to do the laundry all at once and have it out of the way for a whole week.
 What factors does Sue need to consider before deciding which method is best for her?
 Is either of these methods necessarily best for her?
 Why or why not?
2. Mrs. Jones' washing machine has stopped working and cannot be repaired. There is a laundromat within a few blocks of her home. What investigations and decisions does Mrs. Jones need to make before she decides whether to purchase a new washer or take advantage of the laundromat?
3. What factors do you need to consider when choosing an automatic washer for the home? How do these differ from points to be considered in choosing a dryer?
4. Automatic ironers have advantages over hand irons. Why might the automatic ironer not be a good investment for a newly married couple?
5. When his mother suggested that fifteen-year-old John put on a clean shirt yesterday he snapped at her, "What difference does it make whether I wear clean clothes or dirty ones?" What pointers on health, grooming, personal relations, etc., might John's mother have included in her answer?
6. A stain removal chart gives these directions for removing eggs or meat from a fabric: "Sponge off with cold water, then launder. Do not use hot water first. If stain remains, bleach with hydrogen peroxide. When dry, sponge with carbon tetrachloride."
 What does this information tell you about the nature of the stain?
 What principles have been taken into consideration in determining this method of removal?
7. What factors must be considered in treating the following stains? What methods would you use? Why?

<u>Stains</u>	<u>Factors</u>	<u>Method to use</u>	<u>Reason for choice</u>
Chewing gum			
Ice cream			
Axle grease			
Sugar syrup			
Dry blood			

Evaluation in terms of recognized behavior

Unit objective: To realize that today's consumers face the problem of determining the fiber content of clothing in order to judge qualities of use and conditions for care.

Outcomes in terms of behavior:

1. Knows that fibers today are not accurately recognizable by looks and feel
2. Learns to analyze the labels on clothing
3. Interprets the labeling law to family and friends as well as using it in making own selection of clothing
4. Appreciates the importance of wise consumer use of accurate and meaningful labeling

Following the numbers above and paralleling each situation with a possible device for recording evidence we have:

<u>Experience:</u> Where and Under What Conditions	Devices for Recording Evidence of Learning
<u>1 and 3</u> Paper-pencil test item	<u>1 and 3</u> John needs to buy a new suit; he asks you to feel of the suit and to tell him what kind of fiber. What explanation would you give John?
2. Bulletin board display of labels from sweaters and skirts	2. Set up a chart and identify the labels by number that: <ol style="list-style-type: none"> a) Comply with 1960 Fabric Identification Act b) Comply with National Retail Merchants Association Sure-Care Symbols c) Have inadequate information for the buyer State your specifications for a garment. Choose labels from two of the same type garments and draw conclusions as to which would best suit your purposes. Give reasons. What problems in service and care can you expect according to the information on the label or labels you have chosen?
<u>3 and 4</u> Self-check on reliance on good labeling and comments to others	<u>3 and 4</u> Set up a diary for recording the kind of use you make of textile labels during the next month. Record any instances of analysis, reference to class notes, comments to others, indicating to whom, and their reactions. At the end of the month summarize your record in terms of the third and fourth behaviors.

Correlation of experience with evaluation of learning

Unit objective: To learn to make and carry out intelligent decisions regarding the personal use of time.

Outcomes in terms of behavior:

1. Decides what factors are important to her that probably will affect her use of time

2. Analyzes a record of her use of time to determine if important achievements are possible for her within her time limits
3. Learns to adjust own rate of speed, management practices, hand skills, attitudes, activities, and standards to fit values accepted as important
4. Appreciates the relationship of her time management to harmony and achievement of values for family and/or friends

Following the numbers of behaviors above and paralleling each situation with a possible device or instrument for recording evidence, we have:

<u>Experience:</u> Where and Under What Conditions	Devices for Recording Evidence of Learning
1. With one or two partners observe each other to find out what kinds of things are important. See Starr, <u>Management for Better Living</u> , Part II	1. Tabulate from diary entries, from time records, and from just natural discussions the kinds of things that have real importance. These may be personal appearance, keeping friends helping someone, good grades, experimenting with own talents, etc. There will be no standard right or wrong for this list except for you as an individual.
2. Compare own actual record of time spent over an agreed-upon interval with what you <u>wished</u> to accomplish during same period.	2. Individual time record sheets and "wishing well" for use of time. Questions for analysis: How close did I come to doing what I wished? Were my wishes realistic? What kinds of things <u>did</u> I accomplish? Which left undone? Why did I act thus? If I am the kind of person a schedule frustrates, what can I do to make a mental time plan work?
3. After study and practice on individual projects to improve management, prepare report or demonstration or display on techniques learned and/or adjustments made.	3. Rating scale with two descriptions--low and high--by students and teacher to identify levels of achievement Attitude check list to call attention to changes in ways of looking at self and problems Anecdotal record of what you told others about your management of time Comments from parents, brothers, sisters, and friends--what they have noticed about your use of time
4. Select two incidents that show how your time use affected someone else.	4. Answer these questions for each of your written descriptions: How did the other persons react (say, do, look)? Would you say these are isolated cases, or are these quite typical of you?

Experience:Devices for Recording Evidence of Learning

What might be the long-time results of your practice--on your relationships with the persons, on yourself? Describe your feelings about your responsibility for harmony and progress toward mutually held goals?

Over-all:

Recorded observation of self and close associates

Summary evaluation:

Divide a page of notebook paper into two columns, A and B

List in column A at least ten time-savers found in advertisements or being used that you think might be useful to you. They may be commercial or improvised through someone's creativity.

In column B state the factors you would consider in deciding whether or not each time-saver is worth your adopting or buying. Refer to Starr's four principles--simplicity, completeness, flexibility, workability. Draw conclusions--general statements--that describe yourself and your individual challenges to be an effective manager of personal time.

Study in terms of recognized goals

The kind of evaluation devices used have a definite relationship to the kind of study habits developed. The more closely the evaluation procedures relate to goals recognized by both learner and teacher, the more sharply can learners and teachers communicate the learning that is (hopefully) taking place. An example follows:

Area: Personal-Family Relationships

Unit objectives:

- * To understand the changes families are going through due to socio-economic changes in our country
- * To recognize the outside conditions that influence family living patterns and causes of trouble spots

Outcomes in terms of behavior:

1. Reads statistical and descriptive materials and interprets the impact on families in own generation or in similar position in family life cycle
2. Traces the relationship of one development or invention that has become popular or common within the last ten years to as many other inventions, demands, adjustments, or living patterns as possible
See examples of learning experience under Teaching Procedures.

3. Discusses the meaning of an identified change to a particular family; case studies or fiction preferred
4. Begins to analyze status symbols and their relationship to family mobility
5. Expresses appreciation for own family adjustments
6. Begins to discuss what is meant by such terms as "controlled conformity of suburbia" and "upward mobility"
7. Begins to analyze own values, what affects them, how they influence choice of friends, recreation, clothes

Teaching procedures:

1. Objectives and behaviors labeled TENTATIVE were mimeographed and handed to class members, junior and senior students. Discussion followed; some changes were made.
2. A time plan for the unit was worked out so there would be time for study, committee work, class discussion within the eight days. Reference lists, magazines, books from school and city library were placed on the reading shelf.
3. A set of minimum essentials for satisfactory participation in the unit was agreed upon. These included references to read, reports, interviews, current news articles, advertisements. A "time and a half for over-time" scale was set up by the teacher with reference to extra work or reading or independent projects.
4. Each member in the class of twenty-four set up her own goals for the unit and how she hoped to achieve them. These varied from two girls who turned in the list of behaviors handed to them with the words, "all this"--to one girl who described ten or twelve things she was going to do in-and-out-of-school to accomplish her six personal goals.
5. Learning experiences for groups and individuals were structured by the teacher around these major activities. Examples:
 - * Simple graphs of rising living costs as a total and by categories were shown with opaque projector. Each girl described in writing one idea she had gained and how she had observed its effect.
 - * A film, Changes in the American Market from Life Magazine was shown with certain key questions used as a viewing guide. Film was for questions and discussion. The film provoked strong disagreements among class members which were "talked out" in terms of justifiable reasoning. It provoked some parental discussion and again was viewed as a source of analysis, not a body of factual information everyone was expected to accept. Controversial issues often need discussion with school administrators beforehand.
 - * A paper showing the influence of an important invention trend or development of the last ten years was prepared by each. Examples:
 - processing of completely and/or partially prepared foods,
 - affecting kind of storage space in stores, in homes
 - spending a higher per cent of food dollar for service than for food
 - reducing demand for homemaker's skill and creativity

reducing amount of time to "fix" meals, making it easier for mothers to be away from home and still have reasonably good meals making it more important to show how to buy food than just how to prepare it

Class was encouraged to list as many by-product changes as possible without regard for chicken-and-egg-type sequence. These could be hunches or maybe's not based on research. These were checked according to these criteria:

Clear description or awareness of important trend or development

Reasonableness of "by-products"

Number and extensiveness of influence

Shrewdness in detecting important relationships

Awareness of influence on families and/or individuals--not just things

- * As a class looked at a particular family in a case study and discussed how the various kinds of trends and/or developments might affect the adjustments in this family; individuals were encouraged to do more on their own. The "Captivity of Marriage" by Nora Johnson in the June, 1961, Atlantic would be appropriate for top-flight student reading.
- * As a class, discussed status symbols and advertisements that reinforce them. Vance Packard's and similar current books are appropriate reading as a basis for this discussion.
- * Write not more than a page on--"My family adjusted to _____ by _____." and "I could help more by _____." Later discussed changes in own attitudes.

6. Final Evaluation:

- * Each girl went back to own goal sheet and wrote--What's New With Me, as an illustration of learning subject matter, understandings, and attitudes.
- * Pencil-paper test included statistical material for interpretation (choice-type items) problems to solve, (also choice-type plus bases for choices), vocabulary, case study for analysis.
- * Essay questions:

From your study and discussion, what factors can help make a family unique and satisfying in its own development in an era of mass production and clustering of the population in the middle income group?

What special abilities or competencies will you be striving for in the next few years as you prepare to assume your role as a young woman, whether homemaker, career woman, or a combination? How has your study of this unit helped you to understand your responsibility in this regard?

Goals or garments?

If students are expected to work and to study toward recognized outcomes, they have a right to know how their achievement is to be appraised. Furthermore, if they will be expected to gather some of the evidence of their achievement, the teacher is responsible for communicating with them how and under what circumstances they are to carry out this expectation. It is evident how much forethought the teacher must give to her plans for this communication. She needs to practice some real Madison Avenue public relations

techniques, at times, to accomplish her objective. Justification for her effort might be stated as--"If we expect our learners to go forth prepared to appraise, judge, and act in terms of rational bases, we are obligated to provide learning experiences in which they will appraise, judge, and act in meaningful situations." Furthermore, they need to be aware of what is happening to them as learners.

How can a teacher plan with her students for a unit primarily concerned with competence in the construction of clothing and yet orient the class toward personal and class goals rather than toward a particular garment? At the outset, let us examine what this question implies for evaluation.

Is it possible there may not be garments to model and score in the goal-oriented procedure? Perhaps, because a "garment made" is not the most important point in the experience. The type of garment is chosen to give experience in the basic construction processes an individual would need in terms of her aspiration level discussed below. She may not be making a whole garment. "Horrors, are we going back to samples?" someone will say. Not as such, but experiences with alterations, garments on which mother and daughter may ethically work together to achieve goals important to both, garments planned and made for someone who is not in class contribute to the understanding that the actual product is less important than the learning associated with it. Evaluation, therefore, will necessarily be in terms of outcomes in addition to those that are inferred from the construction project.

Might the teacher be faced with a dilemma in which the standards of skill achievement would be so variable that girls who developed quite different levels in the construction dimension could still be appraised as equally high on a grade report? Yes, and learners and their parents would have to recognize the goals toward which an individual learner was working. The skill is only a part of the total learning.

Would there be any assurance that minimum essential learnings would be expected of all--and achieved within reason? Yes, when the teacher establishes the limits, a decision that goes quite beyond the students' basis to judge, the teacher can develop scales of satisfactory achievement for those minimum essentials.

A flexible plan for teaching clothing construction

A teacher will be in a position to discipline herself to adjust her demonstrations, bulletin boards and individual instruction to a new concept in teaching clothing. If we are realistic, however, we will have to admit that in any class students have always had very different goals and aspiration levels. This plan merely spells them out in boldface type and helps the teacher-learners share their goals. An example of the skeleton plan which allows for much flexibility according to the group and its composition is described. This plan has been adapted by one teacher to large and small classes, grades nine through twelve.

The first teacher-student planning deals with a study of clothing problems appropriate to the age group. Articles in current publications, research studies, interviews with young homemakers or college girls or sales people in yard goods and ready-to-wear departments give learners an idea of the

kinds of understandings, skills, and basic "know how" they really need and want. Do not overlook the adaptability of this technique for adult classes, too. The teacher's position can be fortified, and at times even reoriented, by the reality of these reports.

Learning for today? Planning skills for today? Not by a long shot when individual goals can be projected into the scope of clothing problems their counterparts by a few years recognize and verbalize!

After a look at these problems, her own interests and present level of competence, a talk with her mother and teacher, each girl decides the individual level of competence she hopes to achieve from one of these choices:

- * Basic understanding of construction needed to be a competent buyer of clothing for self and for others
- * Sufficient skill and accuracy to understand how to alter clothing purchased ready-made
- * Creative enjoyment as well as economic satisfaction from skill in clothing construction for self and others

Everyone is involved with a garment. Many garments in any one grade level are similar. The teacher helps the girls see what kinds of garments could involve the type of new learning they need in terms of previous experiences, present interest, and aspiration level. The basic processes everyone in the class is responsible for knowing include:

- * preparatory steps--measuring, fabric care, cutting
- * stitching with the machine and caring for the machine
- * appropriate use of iron when sewing
- * measuring, stitching, and pressing darts
- * seams and appropriate finishes
- * hems for cotton and wool garments, straight or flared
- * buttonholing by machine
- * zippers, side and back
- * handling of fabric, needle, thread and thimble for important kinds of sewing

Construction standards are discussed by analysis of ready-made garments similar to the type being chosen for construction. Actual garments representing low, average, and high standards of workmanship are brought to class and analyzed. The girls help to rate these garments on an agreed-upon scale. Depending upon the class, this scale may be set up by the teacher or by class members. They, therefore, know in advance which standards are A, B, C quality before they begin their own projects. In some instances, up-grading of a ready-made or previously constructed garment becomes a girl's project in which she can compare costs, time, and originality factors as a basis of later judgment in clothing selection and buying. Each learner is given some responsibility, therefore, for accepting her own standard.

These garments also serve as the source of problems for special study and pupil or teacher demonstrations. It might be well to make the point here that these garments for analysis are a good department investment.

If cooperation is sought from a retail store in the community, the garments representing the three standards might be borrowed from one store rather than purchased. It goes without saying that there is danger in comparing the representative standards from one store to the next, and some teachers agree this is a good place to remove labels!

Effective use of study time during waiting periods in class and out of class is encouraged by guide sheets of questions, a variety of good reference material, and an occasional quiz. Independent solving of problems is encouraged.

Each week each girl confers with the teacher on her progress toward her personal goals and toward the general goals. With her goal sheet, her notebook and her garment, each girl comes to the teacher's desk where encouragement, correction, and appraisal are given. A "grade" is actually given each week on the basis of progress toward goals set the week before, understandings, and quality of workmanship. This is a jointly arrived-at grade.

While the teacher is spending time with each individual on "goal check day," the rest of the class is expected to proceed with little or no attention from the teacher. This independence, too, is important in learning.

One teacher set up specific points for the final appraisal, or in man-to-man talk, "grade," for the unit. These points were a part of dittoed material distributed in early planning stages, and each girl was encouraged to make notations on her own progress so she, too, had evidence of learning on the same points the teacher was looking for. These were the points:

Unit: "Sharing Your Family's Clothing Dollar"

Your final grade will be based on:

1. Your weekly goals scores
2. Your written analysis of your goals at end of unit--how clearly you see where you are, how far you have come these four weeks, what you need to do next on your own
 - a. Try to remember what you were able to do or how well you performed when you began your construction. You have some of this written on your goal sheet
 - b. Tell what you have accomplished in terms of your feelings of confidence as well as actual construction
 - c. Tell in what ways you need more help or practice to form the habit or learn how to do it--or what you set for your goals
 - d. If you have reached your goals completely, what are you ready to try next on your own?
3. The quality of construction in your project as compared to a standard, as discussed previously
4. Final test on "Sharing Your Family's Clothing Dollar"

A look at the method

Case studies help to show the kinds of problems and learning that might take place when the goal-oriented approach is used in teaching clothing construction. Let us take a look at Betty and Jeanie.

Interest in clothing was not a motivating factor in Betty's decision to take home economics as a freshman. But as due course teacher-student planning began in that direction. When Betty analyzed what needs and interests she had in this area, she could accept the fact that she would need:

- * to know how to operate the sewing machine with reasonable accuracy
- * to understand how to recognize reinforcements for spots on a garment that might get extra wear or stress
- * to follow written directions dealing with simple construction, alterations, or make-overs
- * to know how to press and care for fabric to get best results
- * to become less awkward in handling fabric or garments
- * to know what is good quality in construction of ready-made clothes
- * to make minor adjustments as needed

The unit was planned for a five-week period. Betty's choice of a first project was a serape for her horse. For her this was a thrilling project and, although her classmates could hardly understand her enthusiasm, they were interested in her progress. Naturally, she finished her project early in the time schedule, and her teacher had racked her brain for a spark to carry her competence further. Betty herself came up with the idea to make a riding shirt for herself. She worked extra hours at school and at home to apply the "proper" decoration for the riding club standards. She was quick to see in her evaluation what she had learned and what she saved in dollars and cents. Besides this, her enthusiasm throughout held at a high level.

Jeanie was in the same class. She was a pretty child, lovely smile, but a chubby figure. Good-looking clothes that fit her were expensive and gave very little choice in fabric, color, and style. She could quickly pick her desired level of achievement and could hardly wait to get busy on a dress. Accuracy and perfection were important to her for this garment, but in addition she knew she had a greater goal--to be creative and find joy in her sewing ability. To complete her garment according to time schedule, Jeanie took her project home to work on appropriate processes after she had demonstrated her ability to proceed on her own. She made good use of class time, too.

In this same class between these two extremes were individuals with very real goals of their own to accomplish within the framework of the teacher's unit plan. At the end of the unit in lieu of modeling their garments (Jeanie had already worn her dress to a party at church and was basking in the recognition it brought), the girls and their teacher looked particularly at how they had achieved their goals. Questions like these were discussed:

1. What had they learned about their own habits of speed and accuracy?
2. What would they need to watch in future projects carried out in home economics classes or at home?
3. What references had they found most helpful?
4. What had they learned that they would be sure to check in buying clothing?

As teachers, we view with a certain degree of skepticism a change that could mean considerable reorganization of a unit. One teacher of home economics

has used this plan many times, and her conclusion might be encouraging to first-time experimenters. "I would not go back to a garment-oriented unit in clothing, because this plan motivates both study and good workmanship, pulls girls directly into awareness of and checking against recognized goals, and the outcomes in understandings, skills, and garments are equal to or better than I ever had with the other method."

Some further comments and suggestions

In a very large freshman class a helper-teacher can speed along the checking in early stages in construction. This helper may be a mother, a teacher's aide or, as in the Trump plan, an older competent student in home economics.

Individual self-reliance seems to be encouraged through the use of quite complete process-type bulletin boards, exhibits, and dittoed sheets of guide questions. Probably the goal check once a week, however, does more than anything else to establish the pattern of the classroom environment and attitude for learning. It does take time to prepare materials suitable for a class if there is a variety of garments in progress.

The teacher needs to be prepared in advance for the class where there is a fairly even split between the minimum competence level and the top. She quite likely would set the limits in terms of types of garments that would be acceptable for the achievement of the level of competence chosen. In this way general goals form the structure, and each girl then bases her own personal goals within it.

A logical question would be, "What happens when this girl returns for her second and third home economics course and a more difficult level of achievement is expected?" Typical of adolescent ambivalence, the competence level might change each year, but what difference does it make? Concentration on the personal goals in terms of more complex general goals still sets the pattern for the unit. Standards of accuracy, speed, originality and judgment become higher each year.

A further look at progressive difficulty

"Meaningfulness of experience" is a vital concept of teaching. Just as "scope and sequence" describes a progression of difficulty in teaching, meaningful experiences imply progressive difficulty in involving learners in deeper and deeper learning. Quite apart from "scope and sequence" in its usual presentation is the concomitant variability in methods of teaching needed to distinguish progression from one grade level to the next. For example, complexity, whether to meet variability within one class or between grade levels, may be increased through:

- * selecting more complex situations--more variables to consider, more people's needs involved
- * expecting learners to pull information from more complex presentations--using graphs, charts, reports of research in addition to a variety of bulletins and books
- * expecting learners to analyze findings in cause-and-effect situations

- * projecting present understandings to new and perhaps very different circumstances
- * involving more precise skills and processes
- * experimenting, analyzing and inferring from findings

With the theoretical importance of this list few people will disagree. When it comes down to brass tacks and we are faced with its execution, we are apt to hear remarks of righteous wrath about impractical "theory." Let us take heart from those who believe that many ideas grow better when transplanted into another mind than in the one where they originated. The theory becomes the well-spring, but the real pumping station of power comes in the classroom teacher's creativeness in application.

Teachers have been attempting to apply this theory. Perhaps some careful beginning steps will encourage others. Boiling down to rock crystalline form, then, we are looking for:

- * methods of teaching that make provision for varying ability within a class or from one grade level to the next
- * means of communicating with learners how their achievement will be appraised in terms of recognized goals

Guides for observation

The teacher has at her command many opportunities to help learners find out what practices, attitudes, and standards are important. In effect, she may be showing by the use of devices that illustrate different levels of understanding and performance what is "good-better-best" in sharply identifiable terms rather than in the vague general ones. We have been grateful for the score cards on products so we can determine quality results. Now the time is right to try to develop devices (perhaps ratings are more adaptable to human behavior than score cards) to show levels of achievement in the relationship areas, in management, and in human growth and development. The following example was developed by a student teacher for a senior class studying "The Infant in the Home." The descriptive levels served as a self-evaluating device and as a review sheet.

As I Evaluate my Own Successes

Feeding of Infant

Knows the Basic Four
Knows the food needs
of infants

Knows the Basic Four,
needs of infants, and
how milk must be sup-
plemented and why

Knows the Basic Four, why
the nutrients are needed
by the body, and how to
supply them to the infant

Layette Planning

Appreciates that there
are many types of gar-
ments available at
many price levels

Knows why some garments
are more suitable for
baby than others

Could plan a basic layette
for baby, considering the
best choices for money
available

Nursery Planning

Knows that the nursery
should be a separate,
quiet room, if possible
Can list several fea-
tures it should have.

Knows why certain fea-
tures of nursery are nec-
essary for welfare of
baby, can suggest ways
in which a family may

Knows desirable features
of a nursery; Could plan
a safe and suitable nursery
for a baby

save money by "substituting"

Bathing a Baby

Has watched demonstration of bath, has practiced "football hold"

Could assemble a bath tray, using household items; knows reasons for various procedures during the bath

Could get tray and rest of items ready for a bath.

Could give a bath, using correct procedures

Adjustments of Baby

Knows some of the adjustments which a baby must make, such as weaning, toilet training, schedules for feeding, etc.

Knows what incorrect methods and procedures of the mother can do to the baby's adjustment to his world

Can suggest correct procedures on the part of the mother in helping her baby to adjust

Levels of Development

Realizes that there are different levels of development and that they are important to know

Can tell some of the different levels of development at different times in the growth of the baby

Could find the different levels of development in babies observed in the community

Attitudes Toward Learning During the Unit

Has learned facts "necessary" for discussions, tests

Can see some application of the material studied to home and community situations

Has applied some of the material already in various situations

Use of Resource Material

Has studied all the material given by the teacher very thoroughly

Has studied material given out by teacher and also looked at other references in the home economics room

Has sought outside references in the library, used outside books, magazines, or resource persons

Participation

Has recited when asked a direct question or when participating on own panel

Has added additional information to a question asked of the class generally, besides a direct question and on own panel

Has added additional information, asked questions, and in other ways participated then just answering and contributions to own panel

Rating sheet on classroom performance

One of the over-all objectives for Economics for Consumers, an elective course offered jointly by home economics and business education for senior boys and girls, is: to increase ability to analyze current news items that deal with economics problems. A rating sheet was developed by the teachers in an attempt to convey to the learners what behaviors would indicate strengths and weaknesses in their weekly news reports. A copy of the rating sheet was given to each student for the "active" section in his notebook. Obviously, not every point would be appropriate each week, but students and teachers checked the weekly reports and, at about each grading period, conferences were scheduled to compare ratings. Improvement in ratings from one nine

weeks to the next was an indication of "growing ability." Those who fluctuated from week to week were encouraged to check for kinds of errors and attitudes that indicated their shortcomings.

Near the end of the year, an analysis was made of this kind of evaluation device. These findings were noteworthy:

- * The rating sheet served as a positive approach to setting standards of studentship.
- * Most students used the sheet to find a pattern or standard of performance with which they were satisfied. A profile showing highs and lows from week to week gave graphic evidence of work. Even consistent high raters would slip occasionally, and these "slips" were regarded as bench marks only, rather than a penalty.
- * The ratings of students and teachers were surprisingly close. Points of disagreement between teacher and student showed up most frequently on item g. An attempt is being made to "sharpen" the descriptive behavior on that point.
- * At parent-faculty conferences, the ratings proved to be very helpful in identifying strengths and weaknesses the student was exhibiting rather than the instructor being embarrassed about giving quite subjective evidence of achievement.

University of Wisconsin--Wisconsin High School
Economics for Consumers

Rating Sheet for News Analysis

Name _____ Date _____ Rating _____ Own _____ Teacher's _____

Directions: This rating scale is one of several you and your teachers will be using this year to help gather evidence of your learning. One day each week, Friday suggested, rate yourself on what you believe to be your achievement in news analysis by placing a generous dot (.) under all the items that best describe your performance in news analysis that week. It may be that not every item will apply each week. You will recall that this is not important in a rating because you will rate yourself according to the general pattern on the scale or a numerical average, not a total score.

From time to time your teacher will compare ratings with you. Your progress is important.

0	1	2	3	4	5
a. "Last minute choice" of article or "forgot"		Attempted to choose pertinent article		Chose article clearly related to current discussion	
b. Uses terms that have little or no meaning		Has looked up most unfamiliar terms and has general understanding		Reports with understanding of terms and their meaning	

0	1	2	3	4	5
c.	Cites no implications	Cites a few implications			Brings out implications, causes and effects in terms of economics principles
d.	Relates to previous study with difficulty; recognizes few important points	Reports some relationship with previous study			Identifies importance of event with current or past discussion
e.	Raises few if any questions	Raises some questions for present discussion			Questions accuracy, consistency, representation of bias or intended purpose
f.	Shows little concern with importance of other reports given; pays little attention or argues minor points	Gives quiet attention to other reports; gives reactions if asked			Listens thoughtfully to other reports and comments on their importance, accuracy, meaning or implications
g.	Written report deals with insignificant details or too brief and shallow	Written report shows some understanding and fair coverage of important points			Written analysis shows understanding of terms and thoughtful study of ideas
h.	Reports only required news reading	Occasionally reports increasing interest in current news of economic importance			Frequently reports increasing interest in current events and uses them as illustrations in discussion or on the bulletin board

Rating quality of class discussions

A similar rating sheet was developed as a guide to promote better quality class discussion. Too often it seems a teacher is apt to come to a marking period, feel the need to give credit for class participation, and be up against only her own power of recall. A device like this can be handed to the students and periodically checked by them as well as by the teacher.

Wisconsin High School Economics for Consumers

Rating Sheet on Class Discussion

0	1	2	3	4	5
<u>Quality of Discussion</u>					
a.	Occasionally uses text as reference; often opinion	Generally uses text background to document own opinions			Uses text background plus additional authentic resources

0	1	2	3	4	5
b.	Seldom volunteers, contributes little	Contributes some carefully thought-out ideas. Volunteers occasionally	Analyzes ideas of others and builds on their ideas		
c.	Accepts what is written or said without question, or questions with little thought	Raises some questions. Relates some discussion to important points	Raises thoughtful questions. Recognizes and comments on relationships of topics to previous study--this course or to another, and to reading		
d.	Slows class	Moves class slightly	Moves class forward		

Interest and Attitude

a.	Frequently disturbs discussion	Occasionally disturbs discussion	Is considerate of others
b.	Assignments often late	Usually prompt with assignments	Is prepared
c.	Argues pointlessly or daydreams	Shows some enthusiasm for topic	Shows considerable enthusiasm for the study at hand
d.	Rarely responds	Usually responds	Participates actively in discussion

These notations were made on the effectiveness of this rating sheet in use:

- * When first handed to class several students identified some of their disturbing characteristics. One comment repeated by several boys and girls was, "Is what I do in discussion really important?" When assured that it was, there was a marked improvement in discussion sessions
- * The teacher found that the sheet used shortly after class served as a reminder of the performance of those who responded. Quite obviously, not everyone will participate every day
- * At least once each week this device was used on the entire class with a rating given. Two kinds of findings resulted--the occasional top level discussers, and the ones who seldom rated above a 1 or 2. Special effort was made to recognize the top group and provide additional stimulating reference material. The low achievers were invited in for conferences to try to pin-point the trouble. The middle group, too, was given attention when special areas of individual interest were studied

- * The importance attached to discussion when ratings were taken revealed what a strong motivating factor "recorded evidence of performance" really is. These ratings were not interpreted as a grade, week by week, but the ratings were cumulative and provided a sound basis for deriving an over-all grade on class participation
- * It is, oh, so easy to rely on memory rather than record the ratings. When the teacher became thoroughly familiar with the behavioral levels, she could quickly rate on Quality and Interest and Attitude without looking at the sheet. It was found that a sheet of graph paper on which the class roll was typed, fastened onto a clip board, could be checked while discussion was in progress rather than waiting till that hoped-for "free" moment that so seldom arrives.

Student-made observation guides

Even when learners are observing someone else, a device for recording observations can be helpful to a student. With specific guide lines, the learner may be in a position to see a situation objectively and analyze what she has seen in terms of other situations or conditions.

This device was developed cooperatively with a sophomore class as a guide to observing in the kindergarten. The list grew out of a study of the characteristics of "fours and fives." Each student was to observe one child and describe the observation in terms of the behaviors listed. After the observation, the student was to draw implications for herself if:

- a. she were caring for this child as a baby sitter
- b. this child were her brother or sister

Observation Sheet for Study of Characteristics

Name of child _____ Age _____ Observer _____

Characteristics	Evidences
<u>Social behavior</u>	
Polite	
Shows leadership	
Participates	
Responds to others	
<u>Work habits</u>	
Finishes work	
Keeps busy at own work	
Follows directions	
Neat work	
<u>Hand work</u>	
Uses own ideas	
Good muscular coordination	
<u>Music</u>	
Sings and enjoys it	
Shows definite purpose	

Social behavior

Polite
Shows leadership
Participates
Responds to others

Work habits

Finishes work
Keeps busy at own work
Follows directions
Neat work

Hand work

Uses own ideas
Good muscular coordination

Music

Sings and enjoys it
Shows definite purpose

CharacteristicsEvidencesAttitude

Talks clearly
Shows interest in books
Listens to stories

Health

Relaxes during rest period
Active

Other

How would these sophomore girls know what was important in this observation? They were involved in the plans--not only the mechanics of the visit, but the thoughtful analysis. Furthermore, their observations were made meaningful as they related understanding to their own knowledge and experiences with children.

Learning-Teaching Efficiency

There is not a one of us who does not wish for more hours in the day to accomplish our professional and personal desires. The one possible exception is the person whose amount of time is abundant in proportion to his physical or mental resources. But, by and large, the pressures of time crowd us unceasingly. We are advised on our attitude toward time pressures by Prudence Bostwick in Creativity in Teaching, edited by Alice Miel, that "Perhaps what we need most is to be less conscious of time and more conscious of purpose. We must reduce our fears of the pressure of time and spend it in 'abundant experiences, deeply sensed, dwelt upon, manipulated and rearranged' in the interest of the creative life."

It becomes increasingly important to our success as teachers and to our self-respect to find time to improve our teaching toward ever challenging levels. Teachers, perhaps even more than learners, find rewards in their awareness of progress toward recognized goals.

Mrs. Alice McDonald, a teacher at Monona Grove High School and a supervising teacher for the University of Wisconsin, felt constantly needed by the importance of teaching the relationship of values to decision-making. With four section of Marriage and Family Living, including both boys and girls, she was looking for ways to "hitchhike some ideas. Illinois Teacher, Vol. IV, No. 5, "Developing Understanding about Values through Films," gave her a lead with its discussion and cartoon, pages 218-219. The objective, to understand how much values help us in making a decision, was communicated to the classes by the answer to the typical "What are we going to study next?" question.

Using the principle described on page 218 that "stills" rank first in a difficulty sequence in the stimulation of discussion, Mrs. McDonald presented the "Dennis the Menace" cartoon in ditto form and, through questioning, focused thinking toward the value conflict between child and mother.

With interest keen and awareness sparked toward identifying values from such tell-tale signs as facial expression, the film, "Til Debt Due Us Part," was shown up to the divorce scene, and each member of the class was asked to write down the values observed according to this form:

Marriage and Family Living

Name _____ Section _____

Assignment: Recognizing values: What makes people see and do things differently?

Film: "Til Debt Due us Part"

1. Listen to what is said in this film
2. Write down any statements which reflect the values of this couple
3. Compare these statements with how you think and feel

Statements

Comparisons

To move thinking still further to recognize values in other cultures, excerpts from The Good Earth were shown and the same form was used as a device for recording. The final evaluation device gave further evidence of individual awareness and understanding of the relationship of one's values to decision-making:

Marriage and Family Living

Name _____ Section _____

List three basic values which contribute to a successful marriage.

- 1.
- 2.
- 3.

Directions: Mark in blanks at left T for true and F for false answers

- ____ 4. Romantic love, independence, and individual expression are important basic values in our culture.
- ____ 5. Women in the Chinese culture were considered equal to men.
- ____ 6. Arranged marriages are based on romantic love.
- ____ 7. An aged person in the Chinese culture has the same problem as the older person in our culture.

- ___ 8. The family rather than the individual is the basic value in our culture.
- ___ 9. A woman's full status (value) in the Chinese culture depended on her ability to produce male children.
- ___ 10. Our United States culture has a high value on the extended family system.
- ___ 11. Values affect or determine actions or behavior in a situation.
- ___ 12. Your values come from many sources.
- ___ 13. Once you accept a value, you will never change it.
- ___ 14. You are surrounded all the time by values of our culture.
15. Name a value of Wang Lung's uncle:
- _____

16. Define: value _____

Following considerable discussion, conclusions such as these were drawn by the class as the "clincher" for the unit.

- * What we think is important is not always very important to others
- * Values are so deep in us that we make some decisions without recognizing what is back of them
- * Values people hold make a difference in their ability to get along in marriage

A Look at Programmed Instruction

How can home economics teachers analyze and capitalize on the recent developments in the teaching-machine, programmed-learning school of thought? President Edward E. Booher of McGraw-Hill says, "On the basis of research findings to date, there is every reason to believe that programmed materials will become an important part of the learning materials system in both school and non-school situations, especially where they are designed to encourage and accelerate independent learning."

Characteristics of a program

Before we can analyze their usefulness in our field we need to look at the most revealing characteristics of the method. These seem to be:

1. The individual student is provided with programs of questions and answers or problems to be solved or exercises to be performed.

2. There is always some sort of automatic feed-back or correction to the student so that he knows his errors at once.
3. Continuous active response is required, providing explicit practice and testing of each step.
4. The student proceeds at his own rate, thereby providing for the variability among learners.

The learner, therefore, has an almost immediate reward or correction. The correct answer is the immediate goal, systematically broken down into appropriate small steps, which means that if a correct answer or solution is the goal, as is true in many subject areas, the goal is achieved when there is agreement between the learner's answer and the programmed answer.

Is your first thought, "we have so very few absolutes, we could never set up a program?" One great concern of those discussing programmed instruction for home economics is that we would have to reduce the number of variables to the limitations of the machine, or that it is almost impossible to find agreement among the authorities as to the so-called "correct response." However, are not there some situations where, for given conditions, there is correct procedure, or a best sequence, or a specific answer?

Assumptions for programmed instruction in home economics

The first assumption for programmed instruction in home economics surely is that desired outcomes are recognized and accepted. This point really is not different from effective teaching by traditional methods.

The second assumption is that there are some basic working or thinking skills needed to solve problems related to homes, families, and personal development. Students achieve these skills with varying degrees of speed and accuracy.

The third assumption might be that home economics teachers are known to be experimentally-minded, creative in their teaching, and devoted to the tasks in which they believe.

Why not experiment?

In line with these assumptions and many more you can add--let us take some first steps toward sharply identifying what the outcomes in terms of learning will be in one grade level at a time. We have gone a long way in terms of products to be made--kinds of food, kinds of meals, kinds of garments--but, so far as programming learning goes, the literature does not indicate we have been making rapid progress.

Behaviors, also sharply stated, will help the teacher and learner, too, identify individual performance with expected behavior and measure the quality of achievement on the basis of an acceptable standard. Here is the place for fun in setting up variable standards in terms of values and conditions.

What we are saying is that the steps for programming to be recorded by punching buttons are not so remote. Maybe the "punch card" or "lighted

window' is a far cry, but the same degree of precision could up-grade present teaching. The "play-back" in the form of anecdotal records, even tape recordings, and photographs may be worth trying as we experiment with ways and means toward recognized ends.

If you think you would like to know more about the developments in this area, you might like to send for a new Monograph No. 6, Teaching By Machines, by Lawrence M. Stolurow who is a professor of psychology at the University of Illinois. This monograph may be obtained for sixty-five cents from the U. S. Government Printing Office, Washington 25, D. C. and is sponsored by the Department of Health, Education, and Welfare.

You might also like to ask to be put on the mailing list of a new non-profit organization which has started a small, free publication for the purpose of keeping teachers aware of new developments. So far, at the time this issue is going to press, only No. 1 and No. 2 of Volume I have been received. Write to Dr. Robert T. Filep, Editor, The Center for Programmed Instruction, Inc., 365 West End Avenue, New York 24, New York.

COMING NEXT MONTH

"Innovations in Space and Facilities for Homemaking Departments" by Mrs. Beulah Walker of the Rockford Public Schools and Dr. Mary Mather of the University of Illinois. This is essentially Part II of "Planning Homemaking Departments" by Miss Ruth Schooler of the Gary Public Schools and Dr. Mary Mather of the University of Illinois which was published as Volume IV, No. 7, Illinois Teacher of Home Economics last year.

As was indicated in last month's issue, a copy of this Volume IV, No. 7 can be obtained by sending 50 cents to Illinois Teacher, 334 Gregory Hall, University of Illinois, Urbana, Illinois. You might like to read it before you receive Part II next month. Likewise, for 50 cents each you may secure the past issues recommended in this article, "Ways and Means Toward Recognized Ends"--

- Vol. III, No. 4, "The Challenge of the Junior High School Home Living Program"
- Vol. III, No. 9, "Help Yourself to Success"
- Vol. IV, No. 8, "Special Home Economics Offerings for the Academically Talented"
- Vol. III, No. 5, "Developing Understandings about Values through Films"

WE REGRET

We are sorry that a few of you received a copy of "Teaching Clothing Selection Today," Volume V, No. 1 in which pages had been incorrectly assembled. The Printing Company and we at the University of Illinois deeply regret that this happened, and we shall be glad to supply a satisfactory copy if any other "mixed-up" issues come to you during this year.

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ILLINOIS TEACHER OF HOME ECONOMICS

INNOVATIONS IN SPACE AND FACILITIES FOR HOMEMAKING DEPARTMENTS

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 5; January, 1962. Published
nine times each year by the University of
Illinois. Office of Home Economics Education,
334 Gregory Hall, Urbana, Illinois

INNOVATIONS IN SPACE AND FACILITIES FOR HOMEMAKING DEPARTMENTS

Beulah Walker, Auburn High School
Rockford, Illinois
Mary Mather, Home Economics Education
University of Illinois

Why plan for "innovations" in space and facilities for home economics departments in public schools? Why not keep on using the best of what we have? Have not we been proud of what we have done? Yes, but times are changing, and the best of what we have may not be good enough for the future. Trends in education are going in new directions. School building is proceeding at a rapid rate. Home economists must not be caught napping when asked what is needed in these schools.

Challenges of home economists

The challenge given by Henrietta Fleck in a 1960 article in Forecast, "An Action Program," is just as appropriate for school departments, and those working in them, as it is for the profession in general.

"Why wait until other professions come up with ideas for new and needed household appliances Our status would be enhanced if the public looked to us for improved ways of making family life more pleasant and practical This calls for greater experimentation as well as for getting these ideas to the public through a mass media public-relations program."

Dr. Floride Moore, speaking at the fall meeting of the Illinois Home Economics Association, called to our attention that so many aspects of our society are keyed to change that we as individual home economists have to be keyed that way, too, or we may be left out of the picture. Let us be more alert than we have been. Let us help to close the gap of fifty years between the introduction of a new educational concept to its use in the majority of schools. A school district makes an expensive choice when it adopts a plant program that results in facilities that may hinder the progress of educational improvement.

Many home economists have looked to the 1959 statement of New Directions formulated by a committee of the American Home Economics Association to clarify philosophy and objectives. Re-reading this little pamphlet with this question uppermost in mind "What does all this mean for space and facilities for public school home economics departments?" can be a good experience in helping to clarify what is important. For instance, "A profession today must be willing--and equipped--to recognize and be guided by change and to relate its research and other activities to change." Are we relating the facilities we plan to new ideas in education and to changing needs of families? Furthermore, "Home economists must be among the first to anticipate and recognize change, to weigh the capacities of the individual

to meet new demands, and to set new directions for professional programs of benefit to families." Do we weigh the capacities of our departments so that experiences can be provided for new demands?

What might be some of these new demands? Floride Moore challenged us to look at population facts and to direct our work to population groups where it will be most effective. She thinks we need to find the age groups in the population at the "teachable moment" for particular kinds of home economics experiences, then direct our energies there in relation to those needs. Dr. Moore suggests that there may be much more home economics in elementary schools and junior high schools than formerly; that high school courses will be designed as specialized courses on the semester basis, will be elective and often organized for unique groups such as for the college-bound student or for the business girl. She also challenged us to remember that early marriages and early babies mean many young families needing instruction in child care and family relations; and that the longer life span means quite a group of oldsters with different living problems. As we think of space and facilities, do we think of all these groups? Are we set up to reach all sections of the total population?

Ideas of school administrators

Another challenge is found in the May 1961 issue of School Management. In a section devoted to school buildings, an article entitled "Trends in Industrial Arts and Home Economics" expresses this opinion:

"The only honest approach is to say that both subjects are still taught, in most schools, in exactly the way they were taught at the beginning of the century. Most of the change that one hears about is either superficial or just plain 'talk' with very little action. . . . This does not mean that specialists in these subjects are lost for ideas or that all school districts are to be criticized equally. What must be stated, however, is that the bulk of teachers in these subjects--and the bulk of the school systems--have permitted stagnation."

Discussing "What is a Good Program in Home Economics?" the authors observe that there seems to be a trend to de-emphasize cooking and sewing as such in favor of training for the broader responsibilities of managing a family group. This does not mean that cooking and sewing are to be ignored, but that these skills are adjusted proportionately to the role of women in the modern family. "At the present time, however, in most schools, even the new ones, there is little evidence that the basic equipment is much changed." So say the editors of a magazine addressed to school administrators.

What is the image conveyed?

If one picture is worth a thousand words, consider the "picture" our facilities give of our program. Do they bespeak a well-rounded curriculum with provision for learning experiences in many areas? Or does the presence of many unit kitchens, sewing machines, and tables, condition our students, their parents, the general public, and school architects to think of our activities as primarily cooking and sewing?

For a long time we have been told that families have shifted from a producing unit to a consuming unit in our society. But do we teach that way? Are we spending a major portion of the school year teaching production skills, when even in our own lives we recognize that wise consumption is the big problem? Are we doing this because we have been taught this way? Is it easier because space and equipment for these activities are there, and other facilities may not be as convenient? Or are we taking an easy way out by saying these activities are "what the students want"? Changed facilities will not make a changed curriculum, but we know the two are inter-related.

Planning for Change

The curriculum should determine the facilities, and the facilities should implement the curriculum. Do not start your thinking with the facilities. Start with the educational program. Ask yourself questions such as these: What do you expect to happen in the learning situation? What are the students going to be doing? What should they be doing? Why? What are the new concepts in education? How can they be put into practice?

Educational specifications

Architects plan the buildings, but they do their best work when provided with educational specifications prepared by educators. One way that committees of teachers and supervisors worked with architects in planning for new schools was described in the Illinois Teacher of Home Economics, Vol. IV, No. 7, "Planning Homemaking Departments." Planning takes time, especially if you are working with new ideas and trying some "armchair brainstorming." But taking adequate time for thinking before beginning to plan is a real economy in the long run. The challenge is to get the maximum amount of learning for what will be spent on buildings. The more you can get your space to do, the better. Do not build spaces you are not going to use very much. Avoid single purpose spaces; plan multiple uses. An architect, well known for his contributions to school architecture, says "School architecture needs more educational foresight and less educational hindsight. Well-developed educational specifications will give us the foresight."

Another architect has this to say about using educational specifications:

"A procedure to produce suitable educational features with a minimum of re-drawing of plans by the architect is to prepare in advance a set of detailed educational specifications. These should be prepared by educators, preferably with advice from the architect, and should be based on a realistic view of future school programs. These should be set forth in sufficient detail to enable the architect to grasp the philosophy behind them, but not to engulf him in unnecessary pedagogical jargon. The specifications should provide a basis for the architect's preliminary drawings and should not leave for him any unanswered questions of an educational nature. Likewise, they should not dictate to him the solutions which he should use for purely architectural problems."

An architect must imagine something before he can create. What does he "see" when he thinks of home economics? He may revert to old ideas unless

we, as home economists, do our job well in defining the functions we want our facilities to serve. Our job is to tell the architect what he does not know, not do the planning for him. Disappointments in new facilities may arise from budgetary limitations, but they may also arise from lack of foresight in defining the program.

One interpretation of facilities for general education

Begin educational specifications with a brief statement of philosophy. The philosophy of the school in general has, of course, to be considered before one can be formulated for home economics in that particular situation. The unique character of a school population may make a difference in the aims of the school. This is illustrated in an "Educational Facilities Laboratory Report" about the Senior High School in Wayland, Massachusetts.

An increasing number of professional people--scientists, college teachers, engineers, and management men--have settled in Wayland because it is near Harvard, M. I. T. and many missile and electronic industries. These new residents have forced a change in Wayland's educational outlook. School, college, and graduate study have enabled them to rise to their present positions. They want their own children to receive equal or superior schooling. It is estimated that eighty-five per cent of the students in Wayland Senior High School are qualified for college.

"Because of the character of the population, Wayland's new school is not, in Mr. Conant's sense of the word, a comprehensive high school. Vocationally oriented students are transported to nearby state technical schools, thus eliminating any necessity to include elaborate vocational programs and their costly shops, home economics rooms, and up-to-date business machines. Wayland does have some of these facilities--a home arts kitchen-dining room, a sewing room, a crafts and students area in the arts center, and some business facilities in the social studies area.

"These non-academic facilities, however, are not thought of as separate or purely vocational, but rather as a necessary and desirable part of a rounded educational program. The Wayland School Committee believes that all students should be able to type, to do minor mechanical repair, and to appreciate the culinary and craft arts as well as the arts of music and painting."

Another city's plan for facilities

The above is obviously describing home economics as part of general education. In another part of the country a city supervisor of home economics writes:

"We feel that emphasis must be given to family living, to child growth and development, to management in all areas, to receiving values for money, and to really teach pupils to solve problems, and to plan goals that are worthwhile for satisfactory family living. . . . If families of the future are to be strong, we must teach our high school pupils today more about child growth and development and more of changing how to manage their affair in a complex world and with family life."

To this end, facilities have been planned which include one large all-purpose laboratory for several of the homemaking skills, a family living-child development room, a living room, and a workroom. Because it is believed in this school system that the living room should be used as a social center for the school, the adjacent workroom has been planned to facilitate this. In this workroom are pull-down burners, a built-in oven, refrigerator, dishwasher, sink with disposal, space to store a large coffee-maker, punch bowl, serving dishes and accessories. Thus, any group or committee can do advance preparation in this room without interfering with classes in the laboratory. Other evidence that the groups who would be using these facilities were considered is seen in the fact that this workroom also includes storage and work space for student teachers and for teachers of adult classes.

There are large multi-fold doors between the all-purpose room and the family living-child development room so that spaces may be put together for large group presentations which may be a part of team teaching. The family living-child development room is set up to teach family living classes to boys and girls, to instruct adults, and to have play-schools or part-time nursery schools. This room has chairs for adults, chairs for children, tables which are adjustable, an outside entrance, and is across the hall from the bathroom for the homemaking department. In this room the sink is part of a counter area which provides space for storage of play equipment.

Techniques in building educational specifications

Thinking of all possible groups to be served by home economics facilities in a given situation is an important step in building educational specifications. Will the students be junior high, senior high, boys as well as girls, slow learners, college bound, pre-wage earners, soon-to-be married, just-married young adults, parents, "oldsters", or perchance, very specialized groups such as handicapped homemakers?

The kind of spaces needed is the next task to think about in building educational specifications. Here it is wise to think of the classroom activities of the learners in rather precise terms. For example, to say "space for discussion" is rather meaningless as compared to "space for groups to be seated comfortably while focusing on a teacher presentation or demonstration, sometimes in groups of twenty to thirty, sometimes in groups of fifty to seventy-five (or whatever figures may be appropriate to the situation)."

Think of a school day (or start with a single class hour) from the time the students come in until they leave. Write out in detail how many students do what. Relate the kinds of student activities, the type of equipment used, the size of groups within the class, whether activity is noisy or quiet, the space necessary, supplies utilized and storage needed. It is up to the teacher to describe the methodology of her teaching; for example, the implications of sub-grouping students in a class. Do not take the architect's knowledge of your teaching methods for granted. He does not know unless you tell him.

Thinking could be started with a listing of activities in answer to the question, "What are the students going to be doing?" To bring innovations into the thinking, perhaps the question should read, "What should

students be doing in home economics classes? As we plan, should we not look ahead into the next decades and think of how changes in society and in education are forcing all teaching to change? And, as we think of possible activities, let us not forget what we know about how people learn, nor who the students might be for whom we are planning this learning environment. Some ideas for ways of looking at activities of students are:

Listening--to each other, to teachers, to guest lecturers, panels, symposiums, recorded tapes.

Observing--teacher-and-student demonstrations, movies, film strips, slides, TV, charts, displays, children at play.

Reading and studying--text and reference books, teaching machines, magazines, pamphlets, newspapers.

Writing--note-taking, tests, reports, plans.

Discussing--in small and large groups, individual student with teacher.

Experimenting with materials and methods--use and care of fabrics; color, texture and design in dress and home decorations; household equipment and furnishings.

Examining procedures and products as bases for making decisions--food prepared at home versus semi-prepared, ready-to-serve or restaurant meals; laundry and dry cleaning; do-it-yourself clothing versus semi-made or ready-mades from a variety of price lines; guidance of children; interaction in human relations in group work and role-playing; expression of hospitality.

After such a list is made, keeping in mind every area of home economics that is to be part of the program, a teacher would need to think of the kind of spaces needed to accomodate these activities. What kind of things can be done just as well with large numbers of students as with small? In what kind of activities would a total class participate as one group? For what kind might several classes be combined? For what kind of activities would individual work stations be needed? Should these be for quiet study and reflection or for active work with equipment? Which activities would require small groups working together? What size might these groups be? To what extent are laboratory facilities required? Which activities can be carried out in non-laboratory rooms?

The last two questions were given serious consideration in planning for home economics in a new school in Rockford, Illinois. The planners looked at the courses offered and figured that many did not need elaborate laboratory facilities. Because of the cost of the special rooms, and because of the student elections in home economics, it was felt that two rooms of different types would be adequate--one with laboratory equipment for foods and clothing, and the other an academic classroom with either an adjacent storeroom or adequate wall storage for teaching materials. It is expected that two or three teachers will use these rooms interchangeably.

With maximum scheduling fourteen classes can be offered in these facilities. It would be hoped that these two rooms would be adjoining with a communicating door, and that teacher-preparation stations would also be provided.

It is also up to the educationist to define for the architect the amount of space needed (in terms of areas of square feet) for the various operations to be carried out. Think of clusters of spaces for the different kinds of activities and the inter-relationship of these clusters. Space is so costly that over-lapping use of space is necessary. Also, remember that, when storage units or fixed equipment line the walls, these use space that was part of the original definition. As the spatial implications of the desired program are clarified, approach the job imaginatively, not just architecturally. Pre-conceived ideas impose conformity.

A planning team of home economists in another Illinois city, trying to put some of these ideas into action, listed five reminders to serve as guideposts in their planning. The last reminder is the biggest challenge!

- * Flexibility in use of space is of utmost importance
- * Duplication of costly equipment should be eliminated wherever possible. Move classes to the space and equipment needed for instruction; do not duplicate equipment
- * Organized storage space for all of the various areas of instruction in home economics is needed
- * Small office areas are needed for each teacher to facilitate the use of the teacher's preparation and conference period, and to free classrooms for teaching
- * Equipment, as well as space, is costly. What we get will be expected to last many years, yet we are planning for a future program that is not now in existence, as well as for our present needs

Another way to do part of the preliminary planning is to define the following in writing.

Name of room _____ Approx. size needed _____ sq. ft.

Primary kind of activity: Lecture ____, Lab ____, Combination ____.

Number of student-stations needed _____.

Special requirements as to location; for example--

service drives

outside entrances for adult classes, child study

relations to--other general school facilities

--other subject matter departments

--other rooms in home economics suite

Special requirements for utility or service connections

Auxiliary rooms required with approximate sizes indicated

storerooms
offices
workrooms or other special facilities

Description of built-in or permanent equipment desired

Description and approximate dimensions of furniture or other equipment requiring floor space

In summary, let us remember that educational specifications start with a statement of philosophy and objectives. They are the preliminaries before anyone is ready to talk about a specific building project. They are prepared to:

- * Clarify thinking of teachers and curriculum people concerning what they teach and how
- * Give the architect an understandable bill of specifics against which to design facilities
- * Evaluate the results of a building program

Educational specifications should be the culmination of a continuous staff process of curriculum evaluation and revision and the space implications for it, not merely a special chore associated with a particular building project. No curriculum study is complete until it has been translated into space and equipment requirements necessary for achieving curriculum objectives.

Contact with home economics supervisors

In an effort to explore what might be happening in high school home economics departments all state supervisors and several city supervisors of home economics were contacted by letter. They were given a "Think Kit" to stimulate ideas for response and were asked for ideas, observations, and judgments about space and facilities already in use in departments they visited, facilities they wished were available, or innovations still on the drawing boards which showed promise of moving home economics in new directions.

Areas of subject matter for their consideration were outlined as follows:

- A. Child development and guidance in terms of:
 - infant development
 - baby-sitting techniques
 - play groups
 - other
- B. Clothing and textile study in terms of:
 - selection
 - buying
 - care and storage
 - alteration and repair

- construction
- expressing creativity
- other

C. Family health in terms of:

- physical fitness
- nutrition
- safety
- care of the sick
- other

D. Food study in terms of:

- individual and family needs for food
- product selection, comparison and preparation
- meal management to meet varying situations
- expressing creativity in food production
- other

E. Home management in terms of:

- housekeeping skills
- equipment selection and use
- knowledge, time, energy, other resources
- other

F. Housing in terms of:

- selection
- financing
- home furnishings that illustrate a variety of family values
- other

G. Personal grooming, health and hygiene

H. Preparation for marriage in terms of:

- family relations
- dating, marriage
- family economics
- other

The following list was also supplied for their thinking:

CHANGING DIRECTIONS IN EDUCATION
WHICH MAY INFLUENCE SPACE AND FACILITIES FOR HOME ECONOMICS

1. Experimentation to develop scientific thinking
2. Practice in decision making for wise consumption
3. Carrying learning to the point of mastery, by groups and individuals
4. Encouragement of creativity in thinking and in doing
5. Independent study; special projects of an individualized nature
6. Greater variety of instructional materials to develop thinking as well as doing skills
7. Sharing space and facilities with other teachers because
 - all rooms must receive maximum use
 - similar subject aspects are being studied

8. Location of home economics rooms adjacent to other subject areas to encourage and facilitate integration of subjects, e.g., art, science, social sciences
9. Adjustments to class periods shorter than usual
10. Adjustments to classes larger in size than usual
11. Mutual exchange with community
 - use of community facilities rather than paying for school equipment
 - parents coming to school for discussions, open-house programs and the like, with child care services provided
12. Provision for adult education and out-of-school youth groups
13. Pre-employment training in upper high school and 13th and 14th years
14. Flexibility in use of space to allow for:
 - team teaching; rooms of different sizes for different uses
 - a variety of demonstration set-ups to be brought out and plugged in as needed for different subject aspects
 - movable storage units
15. New designs in school buildings giving opportunities and challenges for new arrangements
 - windowless walls in conditioned-air buildings
 - unusual shaped rooms such as found in round or hexagonal buildings
 - others

The many thoughtful responses and provocative ideas produced by this modified "brainstorming" are much appreciated. And a word of understanding sympathy goes to those who replied to the effect that they wished they had more time for creative, imaginative thinking about space and facilities; they felt it so very necessary.

Although the title of this article includes the word Innovations, what is described may not always seem to fit that term. Some old ideas have been given a new twist, some which have grown rusty with disuse have been re-emphasized, and, of course, what may seem like an innovation to one person may be very "old-hat" to another. Some ideas from our previous issue on planning have been repeated for emphasis.

In addition, we must remember that innovations are more than just new physical facilities. The spirit for something different needs to be within the person herself. The most up-to-date department possible, with many facilities for modern teaching, may be frustrating to the traditional, conservative teacher. On the other hand, a seemingly out-dated room may offer rich experiences because of the ingenuity and imagination of the teacher.

Comments from commercial companies

Nine leading manufacturers of school equipment for home economics were contacted by interview or correspondence to see if they could discern any trends, and to find out how they worked in planning homemaking rooms. All agreed that home economics teachers and supervisors have an important role and should have more to say about equipment for homemaking rooms. However, as well as the equipment manufacturer and the home economics teacher, the architect and the available money must also be included in the picture. Major questions asked of the manufacturers, with summaries of their replies follow:

Where do manufacturers get ideas and information on which to act in designing equipment and planning facilities?

Direct contacts with home economics teachers who are using the equipment on the job, and home economics supervisors who are responsible for planning facilities were almost always mentioned. Some of the ideas result from working with teachers and supervisors on actual jobs; some may be paid for on a consultant basis; some may come from reactions and informal discussions at exhibits at professional conventions. Ideas and information also come from field representatives and distributors who work with architects and school officials. University and State Department personnel, serving as educational consultants on school planning, are also a source of ideas, as is research within the company itself or from industrial design firms. Manufacturers are constantly conducting research on the measures of man, postures, and reaches. The search for the best finishes is never concluded in this age of rapid technological development. New colors and records of performance are studied as the decor of a room is becoming more and more a part of the general plan of the room. Some manufacturers make use of research publications about home planning from universities, such as the bulletins from the Small Homes Council at the University of Illinois. Being alert to new ideas from appliance manufacturers, furniture manufacturers and other companies whose products are used in modern homemaking is another way school equipment manufacturers try to keep up to date.

The people who use the equipment are important. One manufacturer reports that it is on their suggestions that changes, improvements or additions to a line are made. Suggestions and criticisms are welcomed. It must be realized, however, that one-time requests do not add an item, or make a change, in a line. It must be asked for over and over. In addition, the company must have proof that the idea will work. The economics of manufacturing and distributing products must be kept in mind. Any innovation must result in a reasonable cost since competitive bids will be in the picture. Production of a seemingly simple item may be impossible because of excessive hand labor or precision work. At other times a manufacturer may make a factory change to meet a reasonable demand. For example, if a manufacturer has been making only a three-drawer base cabinet unit, and a state specifies a four-drawer unit, he may make the change when he understands the demand.

In your opinion, what has been the role of the local home economics teacher in planning the facilities of a home economics department?

Here again the manufacturers say they believe the local teacher is important, but some also think home economists have not played a big enough part. One manufacturer feels that home economists need to become more assertive about quality construction and special features that make for functional pieces of equipment for teaching. He feels that in too many cases teachers have compromised with cost, with the result that poorly styled or cheaply built equipment has not functioned as it should. Other manufacturers feel that the local home economics teacher has not always been used as efficiently or as wisely as she might have been. Frequently, these manufacturers say, their work is entirely with the architect or some school official. The teacher may never see the plans until they are finalized, or even may not see the plans at all, only the finished room. A more successful plan results,

they think, when the local teachers and supervisor have had something to say about what is needed in the plans. Individual teachers have a responsibility in keeping business managers, purchasing agents, or other personnel in their respective schools informed of items that make for well-planned departments.

What kinds of information should the home economics teacher supply to help your company to do a good job in planning departments?

The answers here are based on the premise that the teacher or supervisor is working directly with a company representative. Much of the information would also need to have been provided the architect, or some school official, as part of the educational specifications. Manufacturers of school equipment want to know:

- * The physical dimensions and characteristics of the room or rooms that are to become the home economics department
- * The extent to which homemaking education will be offered; that is, what areas of subject matter will make up the program, what will receive emphasis
- * All types of needs the rooms must serve; that is, what kinds of student activities and teacher activities will be going on
- * Amount and kind of work areas needed for various parts of the learning experiences. How much dove-tailing of these areas and how much specialization is desired?
- * Storage needs for equipment, teaching materials, student work, and supplies in relation to the areas to be taught
- * The kind of cooking facilities desired; that is, electric or gas ranges, or both, electronic oven, charcoal broilers or what have you
- * The number of teachers, number of students in each class, and the number of classes to use a given room

In addition, it is a good idea for the teacher to think through everyday class situations in regard to traffic lanes, class demands per hour on certain areas or pieces of equipment, student habits, or other requirements unique to her situation. For example, there may be a problem of storing textbooks while in class because of the locker system peculiar to a school, or the number of towel bars necessary to hold towels for a given period of time if no laundry facilities are in the room. Again, the traffic patterns set up by the out-going and in-coming classes in the same subject may cause congestion through many students endeavoring to get at the same storage area for their supplies.

What trends do you see in the kinds of room you plan?

In relation to multi-purpose rooms versus special purpose laboratories, there was variation in opinion. One manufacturer thought that in a given

state the multi-purpose rooms might be used more frequently, but he believed the general trend was towards special purpose laboratories since more emphasis can then be given to specific problems. Others felt the trend was toward multi-purpose rooms. One firm said that no trend was discernible in either direction, but they felt the use of multi-purpose rooms might be because of the economics of the situation. Space is costly and perhaps more can be put into the multi-purpose rooms than into specialized laboratories. Or, as another correspondent put it, "For the dollar spent, a student can get a little of everything."

When asked about an increase or decrease in centers for teaching such areas as grooming, laundry, family life, child development, and care of the sick most correspondents felt that there was, in general, an increase in these areas. Two commented that the inclusion of these areas could be a reflection of the philosophy and understanding of the people controlling the planning. As more money is available and the community wants to make its schools better, more facilities will be available for a wider scope of offerings. On the other hand, as community members make decisions about how to spend money, they may, if not properly understanding the aims of home economics, consider certain areas in home economics luxury items for their school. Yet, these same citizens may spend hundreds of dollars on expansion of swimming pools or football fields. One correspondent implied that narrow-minded teachers could be at fault as well as narrow-minded citizens. The individual teacher's preferences, her training or lack of training, could dictate the type of department that gets reflected in architectural plans.

Have you made plans for home economics rooms in schools using new educational methods such as TV or team teaching, or in rooms that are unique in shape, size, or other architectural features?

Answers to these questions were, in general negative. A few commented that they had had some unusual rooms to work with, but that it was more difficult to make plans for good use of space in rooms with irregular or curved walls. Rectangular spaces were preferred.

Additional comments

The following opinions and observations provided by manufacturers are also food for thought as we move in new directions.

- * Counter tops may go higher since statistics tell us young people are growing taller
- * Some schools are installing electronic ovens or charcoal grills for additional kinds of cooking experiences
- * Appliance kitchens, often in a demonstration area, are being used
- * Some influence of domestic kitchens is felt in planning school equipment
- * Laundry areas are not big in size, and seem designed to acquaint students with equipment more than to develop a skill or carry on a large task

- * Workrooms for reupholstering and refinishing furniture are being incorporated in some schools
- * More rooms are being planned for junior high schools; these vary little from those of senior high schools
- * Bigger changes in equipment and facilities seem to be occurring at the elementary level than at the secondary. Functional units that can divide off and separate a small group from the rest of the class are being planned. Small group areas within a large area will eventually find their way into the upper levels of instruction

Cooperation is needed

What have we learned from these business firms? They want to do a good job in helping to provide facilities that will enable teachers to do a good job of education in home economics. They, naturally, want to provide equipment that meets a need so it will sell. They, like the architects, want to find out from educationists what is needed, as is evidenced by these quotes from their correspondence:

"This is the type of letter I wish that we, as manufacturers, would get more of, for it is only by working with people in your capacity that we are able to get new ideas for planning departments, and for the design and redesign of specialized equipment for homemaking departments."

"Thank you for the opportunity to express our views on the subject."

"I can honestly say that your questions have raised some interesting thoughts in our mind and perhaps mutual benefit can come of this."

"We hope our frank comments will be of some use. If you, in your area of work, can remedy the situation which prompted these comments, we will be your friend for life. We are anxious to do the best possible plans and supply the best possible equipment with which to teach our high school youngsters."

Perhaps some "brainstorming" sessions made up of equipment manufacturers, school architects, home economics teachers and supervisors, and school planning consultants could be very fruitful for new ideas. A suggestion which at first might seem impossible, or ridiculous to hope to achieve, might be the springboard for an effective and practical innovation.

A word of caution

Although the authors of this article believe in the philosophy of the equipment manufacturers that the local home economics teacher, the ultimate user, should have some voice in planning her department, we would like to inject a word of caution. Different companies mentioned that the individual teacher's preferences and/or background could limit certain aspects of planning. Because of this, and because the turn-over among home economics teachers is

usually much faster than the renovation of home economics rooms, it is suggested that, in addition to the local teacher, others be brought into the picture. Supervisors who have seen many different departments and educational consultants who have helped plan a variety of schools have a broader perspective about what is possible than a single teacher does. A second word of caution might be addressed to teacher-educators. As student teachers are prepared, what image do they have from their off-campus center of a well-planned and modernly equipped homemaking department?

A "thank you" goes to the equipment manufacturers who so generously shared their ideas. Home economics leaders should rise to the challenge and plan some organized research about equipment for schools of the future.

Concepts of Modern School Buildings

Many ideas for new school buildings are growing out of the recommendations of the Trump Report, Images of the Future. This report resulted from the work of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, a group appointed by the National Association of Secondary-School Principals and supported by the Ford Foundation. The major concern was with the improvement of the quality of education in the secondary schools. A summary of important suggestions which have architectural implications follows:

Reorganization of instruction. Most instruction should be ordered so as to provide more opportunity for individual study, more participation in small discussion groups, and increased attendance at large classes given by gifted teachers.

Rearrangement of curriculum and class schedules. In the high school of the future these elements should be much more flexible. There should be less reliance on the standard 40-45 minute period.

Changes in staffing patterns. Much greater utilization of instructional assistants, clerks, general aides, and other types of relatively unskilled educational labor is seen. There should be greater reliance on team teaching and the highly skilled specialist.

More extensive use of technological aids. Television, tape recordings, teaching machines, and electronic devices of all kinds will be enormously significant.

Dr. Trump, in commenting on the recommendation of the Commission, described these kinds of spaces and facilities for new schools:

"Spaces where individuals can keep their materials, study, use teaching machines, read, draw, listen to music, write, and engage in manifold other activities. At present the only place a student can call his own is a steel locker, and a locker is not a very good place to study, develop a spirit of inquiry, and exercise independent responsibility for learning.

"Spaces where twelve to fifteen people can gather for small group discussions. For this purpose the typical classroom is costly and wasteful.

"Spaces where large groups--100, 200, 500 or more, depending on the size of the school--can meet. This center should permit presentations to two to four groups or to a single group depending on the arrangement of its constituent spaces.

"Shops, libraries, art areas, and laboratories will also have to be provided, but will be changed to serve students in the new patterns of instruction.

"Space for teachers. This requirement is ignored in many modern buildings. The traditional teacher's desk will no longer be adequate. Teachers need individual cubicles for privacy and must also have space for small group meetings. Clerical help must be easily available, as well as facilities for making instructional aids.

"Facilities to accomodate technological aids. It is difficult to predict the course of development, but some degree of flexibility must be build into our schools to provide for this factor."

A group of architects discussing design proposals inspired by Images of the Future, having semantic difficulties with the word "flexibility," offered the following as a working definition. Flexibility to them seems to have these components:

Expansibility for exterior building changes. This quality has to do with the capacity of a building to accomodate additions to the original structure without undue expense

Convertibility for interior changes. Schools are needed in which the interior spaces can be altered at will in accordance with changing needs of teachers and students. Two orders of convertibility are needed: convertibility at the immediate wish of the teacher, and convertibility by maintenance men. All kinds of partitions and spatial dividers are appropriate.

Versatility to accomodate a variety of funtions. This should be true for many spaces within the school building. An entirely new attitude toward the installation of mechanical equipment is indicated.

Not all of these components of flexibility, of course, will be equally necessary in every case, but architects and educators will have to consider them all in designing the high school of the future. To neglect such considerations would be folly.

Two basic types of schools were envisioned by these architects as partial solutions to the above. One, labeled "total flexibility," consists of one large major space subdivided as needed by movable partitions. That this might not have been in as much favor as the second is implied by this remark about it--"perhaps an abdication on the part of the education people from determining what type of program they want." The second type was labeled "planned variability." This is a combination of large, medium, and small rooms, which allows a variety of relationships for the student and teacher and, through scheduling, flexibility in the total plan.

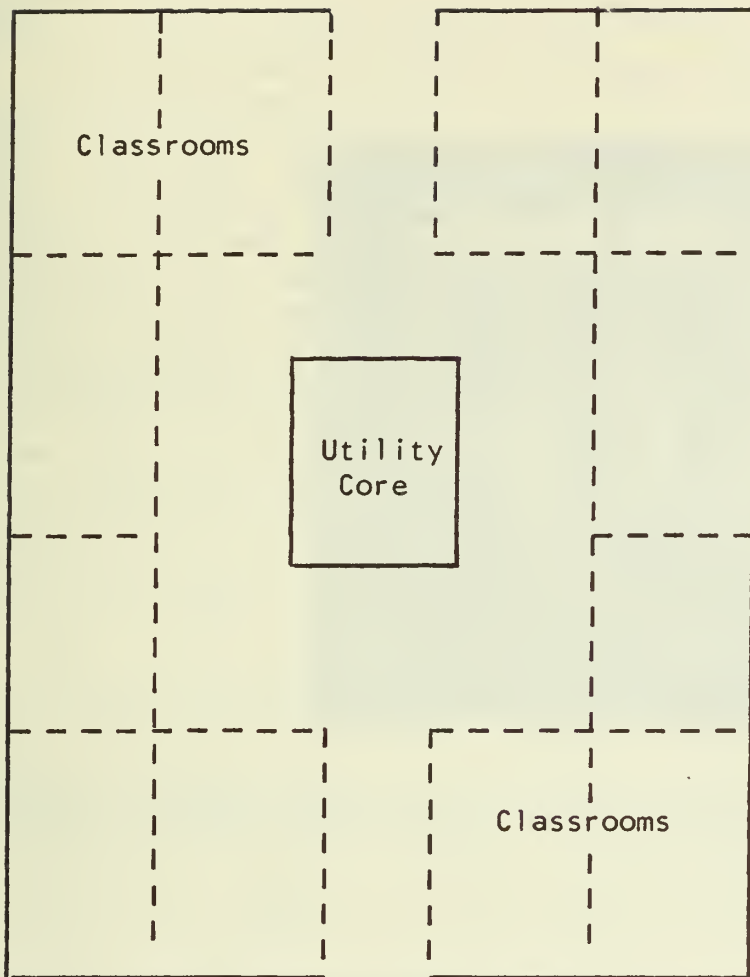


Illustration I.
Layout for Total
Flexibility

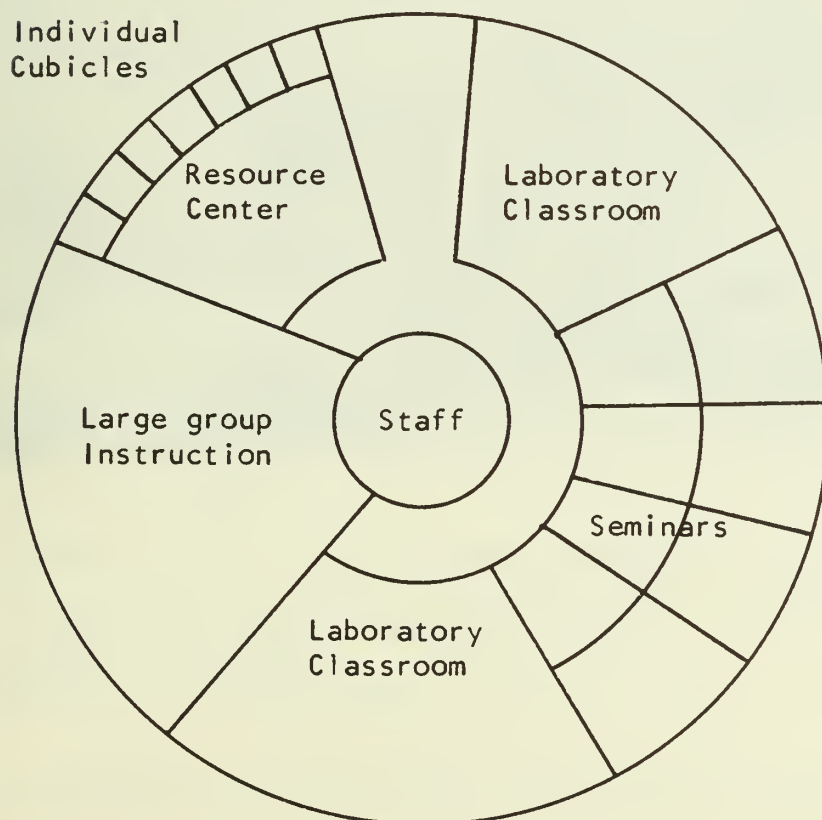


Illustration II.
Layout for Planned
Variability



Illustration III.

Students observing child development area through special viewing window.



Illustration IV.

All areas in room open for expanded space in clothing activities.

Photos courtesy Yorktown High School
Arlington, Virginia

Flexible use of space in Arlington, Virginia

Variable spaces for learning, rather than box-like classrooms of similar size, are definitely a part of school plants of the future. An example of flexible use of space is found in a home economics room that can be divided into three areas. These can be used independently for diversified activities, or the whole room can be used as one. The largest area is primarily a clothing and home furnishing laboratory with appropriate tables, cabinets and storage. The smallest area, a corner alcove suitable for fitting and grooming, can be cut off from the main laboratory by multi-fold doors when the occasion demands. A third area, adjacent to the fitting alcove, can also be made separate from the main room by using multi-fold doors. Observation windows with one-way vision glass in the wall between these two lesser areas enhance their use for child study. Students come into the small alcove and observe activities of children in the play area as shown in Illustration III. Students from psychology or adult classes also utilize these facilities for observation. Low cabinets, counters and open shelves for play equipment are built along two sides of the area used for children.

Home furnishings, clothing, or another type of class, can be going on in the main room while a play school is in session. When the smaller spaces are not used for child study, the separated areas could be used for small discussion groups, special projects, or committee activity. Again, all doors can be opened and the total area used for expanded laboratory activities as shown in Illustration IV. It would also be possible in such an arrangement of spaces to assemble large groups of students for special presentations by a teacher or a resource person from the community.

Experimentation at the University of Chicago

Schools that can be divided, sub-divided and re-divided without great effort or expense are one type of goal for modern educational programs. As one architect put it, the job is "to shelter the known program of the present, the unknown program of the future, and the change which is the one sure aspect of secondary education."

At the University of Chicago Laboratory School an experimental suite of rooms is being used to try out ideas suggested for modern schools. This experimental suite is a frame that encloses a space equivalent to six traditional classrooms. Various types of movable walls and folding doors are used as dividers within the total area. Both the ease of operation and the effectiveness of walls as sound barriers are being tested. Carpeting on the floor has proved as easy to maintain as the more traditional surfaces. In addition, the acoustics of the room are much improved, especially important when recordings or television programs originate in the classroom. An unexpected dividend is that, as students come into the room, they quiet down faster than when entering a bare-floor room. There is a system of ducts under the floor in this experimental suite through which cables and electric wiring of various types can be drawn so as to be changed as needed.

Rooms of different shapes are being tried

Classrooms of unusual shapes are also in the picture in modern schools, although more of these today seem to be in elementary schools than in

secondary buildings. Economy seems to be the reason offered for wedge-shaped, triangular, or five-sided rooms, to name a few types. The way these classrooms can be fitted together often means more rooms in a given area. Corridor space is often less than in conventional buildings, and grouping of mechanical services may be accomplished in a more economical way.

An elementary school reports liking triangular classrooms. Each is an equilateral triangle with forty-two foot walls and sixty degree angles. Each has one exterior wall with gabled ceiling and roof. This wall is almost wholly glass, some of it tinted, other parts curtained with Venetian blinds. Teachers like the satisfying natural light thus obtained, and feel the diffusion and reflection is good, due to the relative position of the other walls. The acoustics are even more pleasing than the lighting. Because there are no parallel surfaces, the sounds do not reverberate. Additional advantages are due to possible seating arrangements. With a forty-two foot blackboard more children can be seated close to it. Circular arrangements of chairs, either for one large group or three small ones, also work very well. Being "in the corner" in this room seems to have a different connotation than in schools of yore, since teachers report that the sixty degree angle promotes a feeling of intimacy for small group work. Some of these same advantages would be found in five-sided rooms.

As walls between these unusually-shaped rooms are opened, we may get different shaped rooms for different forms of learning activities. By having irregular shapes, areas are provided for "things to happen." A small group gathering or individual study is possible without disturbing other students or blocking off large areas of the room. In most of the plans observed, if there were rooms of unusual shape in secondary schools, these were used primarily for the non-laboratory courses. Sciences, arts and crafts, industrial arts and home economics tended to be in sections of the building with rectangular rooms. The fitting of traditional laboratory equipment does seem easier in a traditionally-shaped room. The day may come, however, when few of our schoolrooms will seem "traditional."

Provisions for individual study and instruction

As indicated in the Trump Report, when changes occur in the method for an educational program, a different kind of school plant is needed. Individualization of learning is a concept of modern education that is showing up in suggestions for school architecture. Students work on an individualized schedule rather than a class schedule. Teachers serve as consultants and advisers to individuals as well as purveyors of specialized information. A teacher station is no longer a classroom or laboratory with a chalkboard and desks or tables and chairs. When students work independently and in small committee-like groups, a teacher station must be an office-like room for consultations, and a student work-station must be something more than a tablet-arm chair.

An idea for a school where individualized work schedules would prevail is described in a 1957 book entitled High Schools Today and Tomorrow, by C. W. Bursch and J. R. Reid. Each student has a work station in a home-room adjacent to a materials center, small conference rooms, a practical workshop, and teachers' offices. The "desk" for each student provides work and storage areas in a variety of ways, depending upon which pieces of

accessory equipment he might requisition from the materials center, and how these are assembled for use.

A home-room teacher may be responsible for fifty students and their programs in certain fields, such as citizenship and communication skills. She would draw upon teacher-specialists for all other areas. Teacher-specialists would be available for consultation. They would assist students in setting up and carrying through to completion projects and units of work in their special fields. From time to time they would give group instruction and demonstrations. Each teacher-specialist would have facilities for instruction, projects, consultation and testing in her field. It is also assumed in such a school program that home, community, and work experiences would be used to aid in the individualization of learning, and that each teacher-specialist would be alert to opportunities in her own field.

The authors of this book see the homemaking teacher-specialist as an indispensable resource person to the home-room teacher in a high school where school, home, and community are working closely together to enrich the growth and development opportunities for youth. Many problems students will work on have homemaking implications and, in many instances, could be homemaking projects in themselves. This specialist would also have responsibilities in connection with possible work experiences in categories of home nursing, baby-sitting, and domestic service. This would involve selection and training of students, and the development of programs of school work and study designed to improve the ability of students to render these services. The homemaking teacher-specialists would also give special instruction and training to those pupils who exhibit a more-than-average interest and talent in homemaking work, to the end they can help the home-room teacher and younger students with problems, and possibly look forward to collegiate work in the field.

To accomplish these things Bursch and Reid see the homemaking teacher-specialist doing the following:

- * Demonstrating on closed circuit TV
- * Lecturing in home-rooms with materials and equipment carted in from the materials center
- * Consulting with individuals and small groups in her office
- * Supervising special pupils working in the homemaking laboratory
- * Going to students' homes where projects are being undertaken
- * Working with clubs related to homemaking

Facilities suggested for these activities are as follows:

- * Suitable office for each specialist
- * Room suitable for club meetings and conferences of about twenty persons
- * Facilities for demonstrations in the laboratory and for T.V.
- * A general purpose laboratory for homemaking with a capacity of about thirty
- * Ample display space

In this school a "specialized learnings center" is planned, in addition to the various home-room units with their adjacent services. Here we find the homemaking laboratory, along with facilities for music, art, drama,

science, and industrial arts. Groups of these rooms have been made so that there is maximum encouragement for finding related interests. The home-making room is located next to the arts and crafts room; a small conference room is shared with this area, and the offices for teacher-specialists in both fields share the same sub-corridor. On the other side of homemaking, we find the science laboratories, and across the hall from homemaking, are the electrical and woodworking shops.

In this proposal, the homemaking suite is diagrammed as having three offices for teacher-specialists, and one for a clerk to take care of appointments and other routine duties. The conference room shared with arts and crafts has already been mentioned. At the far end of the large general-purpose homemaking room, there is a living room, a bedroom, a bath, and a utility room. The homemaking room is separated from these rooms by a folding partition.

The importance of the bedroom and bath are debatable. Possibly, the space might better be used for something like experimentation with home furnishings. However, if training for household employment were a significant part of the program, the bedroom and bath could be important practice areas for house care. Such practice might be used to develop speed and competence to a marketable level. Time-and-motion studies could be carried on in this living suite as effective methods for developing managerial skills.

Schools within schools

A small school atmosphere with big school resources is another concept used in modern buildings. As schools become larger they become more impersonal. One "house" for some 2000 students is not so good. There is an effort to make these schools seem smaller to each student by building a group of "little schools" or "schools within schools." Each of the little schools would have its own classrooms, its own faculty, its own administrative coordinator, and its own social life. Some facilities, such as the gymnasium, the auditorium, the cafeteria, shops and library, are shared by the whole school. Each school handles most of its own administrative, discipline, academic and guidance problems. The students receive personal attention. The teachers have an opportunity to work together, exchange ideas, plan the school program, and venture across subject boundaries in their academic work.

Sometimes these "little schools" are organized by classes; that is, each year of high school would be in a different wing or section of the whole building. Sometimes the school population is divided so that there is a cross-section of each class in each "house" or "little school." Sometimes the separate sections of the building-complex may be organized around subject areas, as an arts center, math and sciences, social studies and business, languages, physical education, and administrative services. At times the cafeteria is housed with administrative services; in other situations only a central kitchen is there. Food may be taken to dining commons in each "little school," thus continuing the de-centralization of student masses.

In some cases, classroom clusters are organized to facilitate team teaching. In mild climates, these clusters may center around courts which tend

to separate building areas. Whatever the plan, the aims are similar--to establish communication between the staff and students, to split up the students into more intimate groups, to give both students and parents the feeling that students are not wandering around in a large school without guidance; and, for some very practical aims, to control the flow of traffic more efficiently, and to make better utilization of centralized services.

Home economists may be wondering where we fit into all this. Sometimes homemaking rooms have been observed as part of a science building or wing, as part of an arts center, in a specialized learnings area, in a suite of rooms for various vocational subjects located between two "little schools," and sometimes a general purpose laboratory has been noticed as part of each "little school." The philosophy of the school as a whole, and the emphases in the home economics curriculum would be factors influencing placement of these home economics rooms. Cost is, of course, always a factor, so sometimes all laboratory facilities may be housed in a similar area. Home economists should think about possibilities for placement in schools made up of many subdivisions, and be ready with justifications for their recommendations. Adjacency to other subject matter areas, or being part of a teaching team, can make quite a bit of difference in any homemaking teacher's opportunity for enriching teaching.

Facilities for instructional aids

Tools for learning are increasing rapidly. Space and facilities in modern buildings have to take these into account. There are tools to aid in presentations to large groups, tools to help individuals to study at their own rate, tools to present ideas with greater impact than formerly, and tools to provide flexibility in means of presentation. Libraries are becoming reference and resource centers in the fullest sense of the word. All sorts of teaching materials and instructional aids can be checked out of them, or from instructional materials centers.

School systems, and some individual schools, are also including workrooms for the development of instructional materials. In these, audio-visual aids can be made on the spot to meet any classroom need. Locally produced material may be more up-to-the-minute than that available from reference material. For instance, something like a map or a graph could be clipped from a current periodical, a transparency made, and it could be quickly projected for the whole class to see. Flexibility in types of material is also possible. For example, when preparing material for a large group presentation, a diagram or chart which is basic to the thesis of the lesson could be photographed and enlarged for projection on the TV screen, if that were the means for reaching the large group; smaller diagrams could be made and duplicated to be circulated among the students; and, finally, slides of the same diagram could be produced to be used by other teachers in follow-up lessons.

Developing materials in the local area has other advantages, too. Materials can be tailor-made to the specific group of students. Pictures of situations in the local area may have more meaning than those available generally. The instructor receives values, too, as well as the students. The act of creating the teaching material forces him to evaluate his lesson as planned in order to figure out the best way to present this material.

Projectors used in teaching

Machines for projecting teaching materials onto walls or screens are developing very rapidly. The use of some projection devices in classrooms is taken for granted in modern schools. Provision for control of light to provide various amounts for different purposes, a place for the projector, and a suitable screen or wall are considered standard equipment for all classrooms.

Not every room will have a movie projector, but some day every room, or cluster of rooms that could be put together, may have a TV receiver. Movies could then be "ordered" from a central studio in the school system, put in a projector there, and be received on the classroom TV.

Film strip projectors for ready use in classrooms are within the realm of possibility for all schools. As well as serving for presentation to the total class, filmstrips are excellent for needed review for some individuals and for make-up or advanced study for others. Opaque projectors to take illustrations directly from books or files, slide projectors and various styles of overhead projectors are all convenient and important tools for learning and teaching. The flexibility of overhead projectors opens up new ways of presentations, often supplanting the chalkboard, or even the familiar duplicated quiz. Some are designed to be used on the teacher's desk, projecting to a sloping wall built into the front of the room.

Audio as well as visual education

Using recorded sounds as well as visual images is also a part of modern methods of education. Recorded sound is surely a big part of modern life when one thinks of all the record players, television sets, and radios in homes and public places today. Before long, a tape recorder of some type may become as common a "household gadget" (or individual possession) as a portable typewriter or transistor radio. Surely recordings should be commonly used as tools for learning in our schools.

Ready-made tapes can, of course, be ordered just as films can for specific purposes, but the made-at-home variety may be even more useful. In home economics classes they are valuable for giving instructions. The teacher can circulate among the class, giving help as necessary while the tape takes over. When instructions have to be repeated in successive classes, or for students who have been absent, tapes are useful. Some types of lessons might be more successful on tapes than "live" in that they might seem more impersonal and less embarrassing. This could be true in personal grooming, or when presenting case situations for discussing behavior or inter-personal relations.

Recording of some class sessions is another possible use of tape. This may be for the purpose of analysis for the students to reflect about what was said, or to determine the amount of participation among students. Teachers, too, experienced ones as well as student teachers, may wish to hear themselves and analyze their contributions to a class or the quality of their questions. Recording of presentations of resource visitors or panel discussions by student groups can give materials to use in subsequent classes when similar resources may not be available.

Self-teaching machines and books

Several "machines" have been discussed without mentioning the so-called "teaching machine" itself. Some of these will undoubtedly have a place in modern schools, but it is hard to predict to what extent. Many schools are now conducting experiments with them, much is in the literature, and salesmen want to sell them. A school superintendent, writing in the November 1961 NEA Journal as part of the special feature on "Teaching Machines and Programmed Learning," says,

"Experienced administrators are not likely to indulge in impulse buying as a result of the sheer quantity of articles and the pressures to try something that is new and spectacular. They must be careful, however, to avoid attaching either too much or too little importance to new technical devices."

It must be remembered that teaching machines or books, are more than devices; they represent new methods of teaching. The programmed material, rather than the device itself, is what is of real significance. Good programs take much time, money, and insight to develop. When considering space or facilities for possible teaching machines, the same principles of flexibility, convertibility, and versatility mentioned previously would be appropriate. This might mean planning spaces where machines could be used by individuals, and space for storage of machines when the area is to be used for other activities. Appropriate utility connections would, of course, also be necessary.

Teachers and supervisors may wish to watch for reports coming from the NEA Technological Development Project which was begun in the fall of 1960. This project was created to study various kinds of technological developments affecting (or about to affect) education. These include teaching machines, educational television, language laboratories, new experiments in learning, and new patterns of school buildings, organizations, and methods.

School furniture and walls

New lines of furniture and equipment are being developed to meet the requirements of inventive teaching methods and to give improved environments for learning. Competition forces the school furniture and equipment industries to keep up with developments in education. There is evidence that industry is willing, and can provide the know-how to meet new needs when such needs are recognized and clearly defined by educators.

Many of today's educational furnishings are light, strong, durable, movable, mobile, flexible, stackable, modular, and adjustable. They have maximum storage spaces, leg-room, optimum working surfaces, colors and finishes keyed to lighting factors, and low maintenance. Tables and desk tops come in any number of sizes and shapes--rectangular, trapezoidal, semi-circular, round. These can be grouped together or arranged in hollow squares, semi-circles, or serpentine. New types of modular cabinets, book carts, storage files, and movable demonstration tables are available. Book cases and display boards are now designed as movable room dividers so that side alcoves can easily be formed.

Use of walls is also approached in a different way. Slotted aluminum standards can be fixed permanently to the wall at four foot intervals. Removable, interchangeable, accessory teaching units can be fastened to these standards. These units now include chalkboard, tackboard, pegboard, easel-board, flannel-board, shelves, cabinet storage and display units, magazine racks, and a utility rail for hanging maps, charts, and projection screens. Each accessory unit is designed on a four foot module and has angle clips to fit the slots. Kinds and heights of all units can be adjusted to fit the learning situation, or to transform a room function. The ordinary chalkboard has also been altered. One can get the traditional surface, or one of porcelain on steel to facilitate the use of magnetic teaching aids.

Achieving a desirable physical environment

The objective for any school building is to create a good environment for learning, no matter how the spaces may be designed or what equipment may be added. A controlled physical environment for year-round efficiency and thermal comfort seems to be agreed upon as desirable for modern schools. This idea was discussed in detail in relation to the schools in Gary, Indiana, in our previous article on planning homemaking departments. How to accomplish the desired comfort without unduly increasing costs is still a problem. Buildings designed to utilize many interior spaces, and make less use of large window areas in outside walls, seem to be one of the possible solutions. Yet the lack of windows from which to view the outside is a very controversial issue. Feelings run high when one feels windows are important. The psychological environment resulting may not be good. Perhaps as evidence accumulates as to the economy of building schools without large window areas in every room, or it is shown that more learning is accomplished in a controlled environment, attitudes will change.

Various means have been noticed in architectural plans for new schools designed to help counteract any closed-in feeling that windowless walls might produce. Interior courts with natural light entering through skylights and plantings of greenery in the centers of these courts offer one attractive possibility. Another idea is to use glass panels as interior walls between classrooms and corridors. These can give students and teachers a sense of openness and freedom. Class activity and displays can be seen by passers-by and students in the room do not feel shut off from the life of the school. This arrangement may also open up additional spaces for learning activities. Plans were observed for an elementary school where the corridor was deliberately widened so as to be useful for many projects that might need more space than the classroom afforded. Teachers and pupils moved back and forth between classroom and corridor as the activity demanded. The glass walls aided in supervision of both areas.

What seems like a more radical departure is to do away with entire walls between corridor and classroom, merely using bookcase units or storage cabinets as dividers between class area and hall. Another plan is to do away with all interior walls, having large spaces in which children could arrange themselves in various clusters. Time for May 5, 1961, reported on such an elementary school in Carson City, Michigan, which has "gone far beyond the notion of movable walls to banish 'egg crate' classrooms." This school consists of five grades in two cavernous "clusters," each measuring the size of four conventional classrooms. Teachers like the arrangement for various reasons, according to Time.

Adequate lighting and good acoustical conditions are as necessary as proper temperature and ventilation. Adequate lighting has always been a concern, but the characteristic of flexibility needs to be added here, as well as to other aspects of the building. Variable spaces, and a wider variety of activities within these spaces than in former years, surely call for flexible lighting in all areas of the building.

Modern school buildings are often zoned for sound; that is, activities involving loud noises such as metal and woodworking industries, music, and commercial subjects, are set apart in separate wings. Some noise, however, is a factor in every room. This may be especially true if multiple activities are going on, or if recorded sound is being used. For some reason, teachers and students seem to want the machines turned on louder than ordinary talking. Sound absorbing surfaces, and acoustical barriers where needed, are desirable in order to make effective use of the spaces provided in modern schools.

Types of Facilities

What are the rooms or areas which make up the home economics departments in public schools? What should they be to take care of education in the future? One supervisor suggested that we ought to avoid terminology that will tend to label rooms "foods" and "clothing." The following designations which have appeared in the surveys on which this article is partially based should be of interest:

- General homemaking room
- General home living laboratory
- All-purpose room or laboratory
- Multi-purpose room or laboratory
- Family living classroom
- Family living-child development room
- Child development classroom
- Child development laboratory or suite
- Child development and clothing area
- Family foods and management area
- Nutrition and meal management area
- Foods and related subjects classroom
- Foods laboratory
- Home management room (or center)
- Laundry room (or area)
- Clothing room
- Clothing and related subjects classroom
- Clothing laboratory
- Living room (or area)
- Living-dining room (or area)
- Home-living center (or laboratory)
- Hospitality center
- Social center
- Demonstration room
- Workroom or workshop
- Storage rooms
- Teacher's office
- Independent study area
- Class discussion area

The varied uses suggested for these rooms merit further consideration. In general, comments are applicable to both junior and senior high school home economics departments.

Home-living centers

These areas, called by several different names, probably have the greatest variety in potential use of any area in a home economics department. To be truly effective, these areas may also take more ingenuity to plan and challenge to use than some other areas. One school building consultant said that to most school architects the designation of "home-living center" simply means a "living room" like in a home. But to home economics supervisors it obviously means much more than a "model" living room. In our previous issue on "Planning Homemaking Departments," the suggestion was made that living areas as such were on the way out unless their use justified the space. Most schools hold to the standard that each classroom shall be used almost every period during the school day. Correspondence with supervisors has turned up a great variety of current uses with suggestions for still more possibilities.

One trend in departments in new buildings, which goes along with trends in school architecture itself as well as in modern family living, is to have the home-living room or living-dining area open on to a court or patio to allow for outdoor cooking and entertaining. Even when the department is not at ground level, there may be a roof-top terrace. One school reported that outdoor electrical outlets are provided for cooking appliances and, in addition, a portable hot-food server, which can be used out-of-doors, is included in the foods laboratory equipment. Since school counselors, the principal and the central office administrative staff make extensive use of the living-dining room in the home economics department in this particular school, the hot-food server is also used to keep cafeteria-prepared food ready for such groups.

Expression of hospitality is part of homemaking, and practice in the social graces is an essential part of growing up for adolescents. To what extent this practice is kept within class groups or extended to other school personnel or parents is up to the individual school. The sharing of facilities to express hospitality is very likely, however, when policies are that all spaces in the school building get maximum utilization. "If you can't beat 'em, join 'em" may be applicable here in the way school facilities are planned. The school which included the portable hot-food server described above is one example illustrating this. Another is the school, previously described, with a workroom adjacent to the home-living center in which food for the school's social occasions could be prepared without interfering with student work in the regular classrooms.

Home-living centers can also make good places for discussion groups. Some supervisors report that schools use living rooms for daytime adult classes when the subject does not require laboratory facilities. Parent education groups may feel much more at home in a living room area than in the more schoolroom-like laboratory or classroom. Use of the living area by student committees or special groups which need a degree of privacy has been rather typical.

As home economics moves along with changes in education in general, we should plan to make even more use of this area, providing for independent study here. A home-living center could serve as a quiet area for study of library materials, or a place for individuals or small groups to listen to tapes, observe film-strips or use teaching machines. These activities may be part of make-up work for the student who has been absent, or special activities for either the slower student who needs repetition, or the more advanced student who is going ahead on her own. An adjoining workroom with some laboratory facilities could also provide stations for independent projects. Wall storage in the living room itself may be planned to include a pullman-type kitchen or a complete home-sewing center which could serve for individual use.

When adequate in size, and with storage for necessary equipment, the living area may be used for the teaching of home nursing and, at another time, for a play group for child development classes. One supervisor suggested it would probably be very realistic to have a living room environment, as compared to a laboratory situation, in which to teach baby-sitting skills. A base cabinet with removable doors would be a good feature if the room is to be used by children. When the doors are off, open shelves serve very well for children's play; with doors on, the clutter of toys is hidden. Another idea for storage of toys is to have tilt-out bins installed in the lowest shelf of a bookcase. With large wooden knobs on the fronts these are easy for children to open so that small toys on the floor can be put away. Both of these ideas may be fruitful ones for a home carpenter (or boys in the family living classes) who wish to provide better play space and toy storage at home. Having the home-living center open on to a court for outdoor play, and having a kitchen nearby for food service would be other desirable features in an area for a play group.

Experimentation is increasingly recommended

Another use for home-living centers is for experimentation. This may or may not conflict with its use for hospitality, but each school will have to decide the major function for this space. Experimentation could be in home furnishings and, to some extent, in housekeeping skills. Different types of floor coverings could give experience in making decisions about care, durability, and aesthetic value. Perhaps it would be possible to have a section of the floor reserved (a space about $2\frac{1}{2}$ feet by $4\frac{1}{2}$ feet) into which a piece of carpet and padding could be inserted to try out different types. Floor tile a foot square rather than the usual nine inches could help students quickly measure off and visualize spaces planned for activities and furniture. Movable panels which can simulate walls could be used to designate areas, and as backgrounds for experimenting with wall-paper and paint. Of course, storage of movable panels and screens for experimenting with room decor must be provided in a convenient place nearby.

Experimentation with various kinds of window treatments would be desirable in a home furnishings unit. Judgment needs to be developed about proportions, color harmonies, choice of fabrics, and choice of hardware to achieve the effect desired. Since windows in the classroom are probably not typical of home windows, and may be entirely absent in some schools, a panel for this purpose could be set up in a home-living center or in a classroom. This panel, or a portion of the regular wall, could be so arranged as to

accommodate the various kinds of curtain rods which the different try-outs demanded. The window areas themselves could be made-to-order for each experiment by marking off the dimensions with masking tape or some type of lightweight boards with an adhesive backing.

Space for more than one "window" would be desirable in the above mentioned example so that extra large windows, or groups of windows to be treated as one, could be designed. Having space for at least two identical "windows" that can be treated experimentally would be good. The results of these treatments could then be observed and compared, new methods tried if desired, and conclusions drawn as a result of experiments. If this experimental area were part of the regular wall, rather than a panel to be moved into the room when needed, it could be covered with wall draperies when not in use by individuals or classes. Remember, however, to show such areas in use whenever possible at open-house or exhibit time. The story our facilities tell should not be one of "model" rooms, but opportunities for learning by experimentation and problem solving.

Practice in selection and use of accessories

When home-living centers are to be used for learning experiences in relation to home decoration, it is wise to have the large, more expensive pieces of furniture in neutral tones. Bright colors can be added with inexpensive pillows and accessories, thus trying out different effects. Experimenting with choice and use of pictures is another opportunity that can be made available in home-living centers. A peg-board panel with movable hooks gives ample opportunity for experimenting with hanging pictures wherever you want and changing them about as much as you desire without damaging walls. Whether this be a movable panel to be inserted behind furniture when try-outs of picture arrangements are to be studied, or a fixed part of the wall against which different pieces of furniture can be placed, is something each teacher would have to decide. Since pictures should be used in relation to other furnishings, we would not want picture-hanging an isolated experience. This offers, of course, an excellent opportunity for integration of work with the art department.

Other decorative accents which give personality to a room are also important to study and use experimentally. Flower arranging has been rather commonly taught as a part of table setting. Some teachers have expanded this idea to include flower arrangements as decorative accents anywhere in the house. The current popularity of plastic flowers and dried seed-pods and grasses for winter bouquets gives wide opportunity for development of skills as well as taste. Flower arrangements need no longer be taught only when fresh flowers are available, but can be scheduled whenever appropriate to other learnings. However, we hope no one completely overlooks the pleasure given by fresh flowers. Perhaps here is another opportunity to go beyond the obvious outcomes, in this case the development of skills, creative ability and taste, into the realm of choice-making and the values held which influence expenditures of money, time, energy, and talents.

The choice and placement of other decorative objects, in combination with or instead of flowers and pictures, also need practice. The mantel-shelf over the fireplace is no longer a typical feature of home architecture, but one could easily be simulated for practice arrangements, if desired.

Appropriate brackets and a board of the correct dimensions on a peg-board wall are what is necessary. The fireplace opening could be merely marked off with masking tape if it seemed desirable to do so. Appropriate surfaces may not have to be fashioned. The surfaces of furniture in the room, of course, lend themselves to arrangements of interesting objects.

However, if you wish to demonstrate, or give practice in, certain ideas about home furnishings when the course is scheduled in a traditional classroom, some contriving may be necessary. A suggestion is a large peg-board panel, mounted on a frame with casters, to which nicely finished wooden shelves of various sizes can be attached. This can provide facilities for many of the experiences mentioned. A movable storage cabinet for necessary teaching materials would also be required.

Teacher offices, workrooms and storerooms

A department used by only one teacher may be planned and equipped somewhat differently than one used by several teachers. Several supervisors have commented, however, that all teachers need to relinquish the idea of "my" room or laboratory and be ready to move in and out of rooms as the school schedule demands. As enrollments become larger, and space more at a premium, this sharing of rooms will become increasingly necessary. Teacher offices and laboratory preparation rooms will need to be provided for activities that formerly may have been carried on in an empty classroom.

As well as for preparation, teacher offices are needed for consultation with students who need individual help, and for consultation with other teachers who may be members of a teaching team. In some cases "office" space might be combined with a workroom serving as a preparation center for teaching materials. For example, a diagram of a science room gives an idea which could be adapted for home economics. In the front half of this room there are tablet armchairs facing a demonstration desk; in the back half, laboratory tables for student work-stations. Across the back of the room is a series of small rooms. One is a storeroom and preparation center for the teacher, with large glass windows overlooking the laboratory to allow for some supervision of activities there. Other rooms, or alcoves, are small laboratories with specialized equipment for special projects.

A storeroom-workroom adjacent to laboratories, but also with entry to the corridor, can serve as a receiving center for supplies as well as a preparation center. This facility is of particular significance when several teachers use the same classroom for teaching and each enters just as her class does. One school reported that with such a room adjacent to the foods room, and accessible to all instructors, it was possible to double the offerings in foods without asking for increased space in the building. Moreover, the resulting increase in room utilization was very pleasing to the administrators.

A workroom might be furnished with equipment in relation to foods, such as sink, refrigerator, range-top, counters and cabinets, but also with space and facilities for the preparation of other kinds of teaching materials besides those for foods. Space for a small pressing board and a portable sewing machine would be desirable. A typewriter, paper cutter, table space for the development of posters, charts or bulletin board displays are other ideas.

Storage for the supplies and tools for these jobs should be generous enough to be efficient. Here the teacher, teacher assistant, student teacher, or a high school student would have a headquarters for the preparation of a great variety of teaching materials. Frequently this type of work has been done in any part of the laboratory not in use at the moment, supplies being collected from all over, and work having to be put away when the next class moves in. Surely we can organize more effective work stations for preparation for teaching as well as for the teaching itself.

A well equipped workroom might serve occasionally as a special project area for a student carrying on independent study. It might also be used as an extra student station for an unusually large class, or for the student who has make-up work to complete. Supervision of activities may be a problem, however, if this area becomes a regular student work station as part of every class.

Other kinds of workroom-storerooms observed in plans show them housing laundry equipment, freezer, storage for equipment for home care of the sick, child development study, home furnishing supplies, or other equipment used only occasionally. Where adult classes in furniture renovation and reupholstering are popular, space for storing projects on which women are working is essential. Sometimes there is a carpenter's workbench with space for repairing furniture. However, such needs as a "dust-proof" room are usually available in the workrooms of the industrial arts department.

Equipment and facilities used only occasionally

Let us take another look at the phrase "equipment used only occasionally," and consider curriculum offerings. Furthermore, let us assume that the major emphases in the homemaking curriculum are: Human relationships, management of resources, consumer economics, health and fitness, and applied science, with skills for production being made subordinate to those for wise consumption. One wonders what an analysis of the frequency of use of the various kinds of equipment would show when such emphases were followed. How much of the time might it be appropriate to have equipment like sewing machines and ranges in storage, while equipment for child development study would be in use to a greater extent than it often is.

Supervisors have suggested putting sewing machines in storerooms, pushing them under counter tops used for other purposes, or having styles of sewing-machine tables easily adaptable for other uses. One supervisor wrote, "The facilities for pressing and sewing will be completely out of sight when the room is to be used for related areas of study." Perhaps the philosophy of "out of sight, out of mind" is applicable here, and students would be encouraged to think of aspects of the curriculum in addition to sewing.

In the previous issue on planning departments it was suggested that teaching materials for various units be organized in separate cabinets, each to be brought out or put away as needed. This is a similar idea to requisitioning items from a resource and materials center and having them brought to you on a library cart, a definite trend in large, modern high schools. Perhaps we should expand the idea so that "teaching materials" for various units of home economics be thought of as facilities needed as well as the films, books, magazines, and traditional kinds of illustrative material.

Storerooms will, of course, need to be carefully planned and organized in order to house economically and efficiently the many items suggested. But wise use of storerooms may make the teaching space, as well as the teaching itself, more efficient. One supervisor remarked that her teachers have taken advantage of expanded storage by increasing the kinds and amount of teaching materials, certainly a forward step toward "quality" teaching.

Student access to storerooms will be necessary, too. By this we do not mean that a whole class would file in to get their work or supplies for a laboratory lesson but, when some students are working on independent projects, they should be able to get the necessary resource materials and/or equipment without depending on the teacher to find it for them. Certain security measures may have to be taken so students will not be unnecessarily tempted. Locks, however, do not have to mean lack of faith in students. They may help keep things in order. Items not in current use are not mistakenly disturbed or, in the flurry of putting things away, drawers or cabinets which should not have been open at that time are not used.

Some supervisors suggest that a school district or a city system provide and store equipment for some areas of home economics rather than have the individual school do this. If storage space were at a premium in the local school, and the equipment were needed there for relatively short periods of time, perhaps equipment for play schools, home care of the sick, furniture repair, or for special studies in consumer buying could be carted from school to school on a pre-arranged schedule.

Kits of certain kinds of illustrative material, or exhibits, could be provided and used in the same way. All teachers are used to requesting educational films on a pre-arranged schedule, and many have made use of loan exhibits from commercial companies. A committee of teachers planning and selecting exhibit materials to be shared with fellow teachers, or with one another, could have a more worthwhile plan than one prepared by a single teacher. However, there are some cautions to observe. If there is great variation among different schools in the district one common exhibit, unless quite comprehensive so each teacher could select the most appropriate parts, may not be equally suitable for all schools. The second caution is that it may not be wise to invest a good deal of money in exhibit material which could soon become out of date. There needs to be a plan for keeping materials current.

Foods rooms

Fewer new ideas for arrangements for foods rooms seem to have been reported than for any other area. It is interesting to speculate why this may be. Is food so basic that we just take the teaching of foods for granted? Is the idea of the unit kitchen so firmly entrenched that we think of nothing else? Or does the basic equipment in the foods laboratory seem so fixed that flexibility, one of the new concepts, seem impossible? Whatever the reason, we do need to examine what innovations may be possible here. We have already suggested the importance of adjacent workrooms for preparations prior to demonstration or laboratory lessons.

Unit kitchens are fine. They can be organized as efficient work centers and demonstrate what good kitchen arrangements can be. We have hoped and

expected that, by giving students opportunity to work in a "home-like" kitchen designed to meet home needs, efficient work habits would be carried over to activities at home. Unit kitchens were a vast improvement over the old "hollow square" arrangements of laboratories in the twenties and thirties. Much research went into the recommendations for their design and development, and they were thought to be helpful in promoting a family-centered feeling.

Perhaps now in the sixties we need to take a new look at families, the kinds of facilities available to them, and the practices they follow in providing food for themselves. Perhaps, too, we should look at space for foods teaching in light of one of the challenges in our previous issue, Vol. IV, No. 7, page 305, Illinois Teacher of Home Economics.

"No longer can teaching methods remain 'product oriented.' New dimensions in quality teaching are achieved through both laboratory and non-laboratory study with such teaching techniques as:

Experimentation and discovery to develop logical and critical thinking.

Introspection and articulate analysis of values held by self and others.

Free and imaginative self-expression to foster creativity.

Realistic problem-solving to develop managerial ability.

Desirable balances are sought between thinking and doing, independent and cooperative learning, individual and group methods."

A question might well be raised: How many unit kitchens and of what kind? They are very expensive to install and should be multi-purpose in use. To some extent versatility in design among kitchens has been used in school laboratories. Too often, however, this seems to have resulted from the job of fitting units into the space available rather than each kitchen being set up with certain differences in mind.

An example of versatility was reported in the November, 1959, Practical Home Economics for a Pasadena, California high school. Mary Fleming reports that each unit kitchen is different in basic shape, cabinet arrangement, and color. Major appliances are both gas and electric. Cooking units include an electric fold-up hot plate, built in gas oven and cooking surface, and thirty-inch and deluxe ranges. . . . Tables and chairs are different in size and color. Kitchen equipment and table ware are different in each unit.

Students who work in this laboratory learn more than meal preparation and service. They study kitchen planning, cupboard organization for work efficiency, consumer buying, comparative performance of kitchen appliances and equipment. All study and activity is done within a framework of family living. Patterns of family living are affected not only by financial status, but also by values the family holds, and the current stage of the family life cycle. A study of habits of eating and selection of kitchen equipment can provide a tangible situation for increasing understanding of how families live. As groups of students work in the various kitchens, they assume the role of that particular family. One student said, "walking through this room is like walking down a street and visiting several homes."

Patterns in family living around which these kitchens are designed, suit the needs of the local community.

- * "When teen-agers entertain"--generous counter space and many separate appliances for do-it-yourself parties
- * "For a young family"--compact, but adequate kitchen with low, pull-out table for children's play or eating
- * "Military on the move"--planned for the young couple who must make many moves. All equipment is portable, even card table and chairs. Plastic dishes and stainless steel eating and cooking utensils are included
- * "Life in a trailer"--a 'package kitchen' typical of kitchens in small quarters
- * "Career girl efficiency"--equipment is moderate in amount but maximum in quality. Entertaining is casual but sophisticated
- * "For the young executive"--designed for the young couple who must do a great deal of entertaining on a limited budget

Diversification in styling and equipping kitchens has distinct advantages for achieving a greater variety of learning outcomes than may be possible with similar or like equipment. Many supervisors reported that students need more opportunity to make choices, to solve problems, and to make decisions as a result of analytical study. Well-chosen but diversified equipment would seem to serve such purposes as well as the activities previously listed for quality teaching. Special tableware and accessories which could be used to achieve different effects in relation to meals with a foreign flavor, or some other theme, also give students opportunity to make choices, and to develop judgments as they utilize art principles.

Uniformity in table and cooking ware in kitchens might be the result of economics. It takes much teacher-time to make plans, locate equipment, and write specifications for diversified equipment. And it may make more sense to a school purchasing agent to get equipment "cheaper by the dozen" rather than of so many different types. Home economists must have real justification for their requests.

Possibilities in the future

In schools of the future, unit kitchens may vary in size more than formerly. Some may be for individual project work, or just for two girls. One, in a laboratory, may be expanded to be typical of a kitchen area in a large family room. It could be possible that not all work stations in a foods room would be organized as "kitchens."

Perimeter planning for laboratories, so that all fixed equipment is around the outside, leaving the center of the room flexible, is being suggested for sciences, and could be equally suitable in home economics. Using portable cabinets for the "islands" or "penninsulas" with which one could "indicate" kitchens as desired would be appropriate here. We have been accustomed to thinking of the large, heavy appliances as fixed but perhaps these, too, can be made portable with the right casters or glides and flexible utility connections so that kitchen equipment can be used where and when needed, as well as being used experimentally for kitchen design.

The aims of the program, and the groups to be served will, of course, make a significant difference in the kind of equipment planned for foods teaching, or for anything else. Junior high schools in one city are being planned with kitchen units as islands, back to back in the center of a multi-purpose room. Each unit consists of the following base cabinets arranged in a single line:

- 13-inch dish cabinet with three shelves
- 18-inch four drawer unit
- 18-inch cabinet with pull-out shelf and drawer
- 36-inch sink cabinet with pull-out towel rods
- 42-inch cabinet with pull-out shelf and two drawers
- 30-inch range

Although it is more difficult to get a home-like atmosphere, and having two groups of girls face each other as they work requires more self-control on their part, the supervisor feels there are significant advantages. This installation of cabinets is less expensive than traditional unit kitchens, and seventh and eighth grade girls can seldom make good use of wall cabinets anyway. The teacher has a very good view of all class members, and there is plenty of wall space for chalk and tackboard.

Clothing rooms

Although many supervisors suggest that there will be a decreasing emphasis on clothing construction skills, some equipment for this area is necessary. Enough equipment should be there so efficient learning can result from modern methods. This may be particularly true for adult classes; they appreciate having individual sewing machines. Dr. Floride Moore suggests that the popularity of sewing classes in adult education may mean that a real need is being met there, and perhaps that is the place to give it emphasis rather than for secondary school students.

There is evidence that clothing rooms are being planned so as to be flexible in use. Much equipment for clothing study is portable and can be brought out as needed. Carefully chosen sewing machine tables can serve equally well as table-desks for a variety of other purposes. Under-the-counter storage takes care of a great variety of equipment, and counter tops make good work and display surfaces. Various areas in the room may be planned so as to demonstrate with the facilities there that clothing study is much more than clothing construction. Water is commonly provided in clothing rooms, and often as part of a grooming area. Making a sink center typical of a science work area for textile study could be an equally good idea.

Whatever the area of study, student work-stations will need to be carefully conceived so that time-consuming traffic throughout the room is cut to a minimum. Storage for work-in-progress, and for any individual student tools or resources for study-work also needs careful planning. For security reasons, it may be helpful to have lockers or tote-drawer space for a single class located in the same cabinet which could be locked except when that class is in session. On the other hand, when a large class converges on a limited area at the beginning and end of a period, time may be wasted as they have to wait to gain access to their supplies. In clothing laboratories it

would be desirable, if possible, to have hanging space for garments-in-progress near to tote-drawer space so that when putting work away the student does not need to go to different parts of the room.

Storage spaces in clothing rooms are of fundamental importance. The way they are planned for use can help them to be teaching tools in themselves. Hanging space for finished garments and for those in progress is traditionally provided. Why not have rods at two levels in the same closet (with the lower one removable when not needed) to take care of skirt and blouse projects? A second variation for hanging space is to have a rack on casters which fits into the closet rather than having a fixed rod. When clothing selection is being taught this movable rack serves nicely for display of garments. Or a rack can be made of three-fourths inch pipe used as needed, then dismantled.

One section of a closet in a clothing room could be equipped with shelves, rods, drawers, and racks which would exemplify a well-planned clothes closet for a teen-ager's wardrobe. Articles of all types of clothing serving as illustrative material for the department could be stored here. Having the shell of a closet fitted with strips for adjustable self supports would give flexibility as well as opportunity for experimentation and problem solving on the part of the students. Other equipment for this closet would be shelves of various widths and lengths, step shelves, pegboard panels, and a variety of hooks and racks. Then the students could figure out the best closet arrangement for the particular items to be stored. Of course, such a closet that provides the opportunity to design the interior arrangement could serve in any type of home economics room and for many types of storage problems--games and hobbies, sports equipment, cleaning equipment, luggage, linens, cooking and eating utensils, food, etc. When students think through storage needs and have the satisfaction of discovering how spaces may be adapted to make them function better, they should be more likely to practice good storage principles at home as well as at school.

Another closet in the clothing room could be fitted and equipped to illustrate a good home sewing and mending center. It has long been tradition that many women construct garments at home because it is more economical to do so. For some women, and for some types of garments, this may be true; it is not always the case. Some women sew because unusual figure problems call for extensive and expensive alterations of ready-mades. Some women sew for the pleasure of creating. This may be a new emphasis or point of view home economics teachers may want to develop in their high school and adult classes. Even though we are promised economical throw-away clothes in the future, mending and alterations are probably a big concern of many homemakers today. Whatever the motivation for home sewing, let us demonstrate possible work areas for this activity.

Ideas for home sewing centers have been developed by several home economics extension services or through experiment station research. This center should function in your teaching and not merely serve as an exhibit. In it could be stored demonstration equipment and fabric; findings typically needed for construction projects; the extra needles, pins, thread, or whatever is to be shared with students; mending and spot removal supplies, basic patterns for pattern study. The specialized, one-of-a kind equipment that may be purchased to broaden students' horizons about what is on the market,

or for them to evaluate to determine whether or not the product is worth the cost, could also be stored in this center.

Such a center or cabinet as described above does not necessarily need to be in a clothing room. It could very satisfactorily be a unit in a general-purpose classroom where most of the teaching is by demonstration rather than by practicing skills. It might be part of wall-storage in a family living room to illustrate how a home sewing cabinet could be fitted in with other storage areas. The whole cabinet could even be on wheels and moved out of storage into any room when and where needed. Such a unit might also serve very well as headquarters for an advanced student carrying on independent projects.

Laundry centers

Until we get "throw-away" clothes, the care of clothing by washing and cleaning will remain a problem to homemakers. This is an area that needs study. Manufacturers of laundry appliances, soaps, detergents, and other laundry aids are continually developing new products. Choices must be made, directions understood and followed. New man-made textiles, used in such a great variety of ways, offer constant challenges for intelligent care. "Miracle" fabrics seem like "mystery" fabrics to the uninitiated and to the disappointed user who handled them incorrectly.

A well-known home economist, speaking at a recent conference of the American Home Laundry Manufacturers Association, said that perhaps the "ease" of modern laundering has been oversold. It is not enough to throw some things into a machine, push a button and expect the machine to work miracles for you. True, modern appliances have taken away the hard physical labor, but fundamental principles of how to get clothes clean have to be understood and intelligently followed. There is still work to do, but now it is thinking more than doing.

All too often the washer and dryer in the home economics rooms have been used primarily for service laundry. Teachers have been glad to have them for the tea-towels, aprons and table linens for the department, but have felt a little inconvenienced when physical education uniforms and school lunch aprons and towels made frequent appearances. Should not the laundry center be a teaching center as well as a service center when needed?

When one is teaching home laundry, one is teaching much more than care of clothes. Wise decision-making is inherent in the process itself. This wisdom is, of course, based on understanding of textiles, detergent action, and the mechanical action of the appliances. Management of resources enters and decisions have to be made about the economy of owning and using equipment at home versus using community facilities, whether coin-operated laundries or the more traditional commercial laundries. The relative amounts of time, energy, and money necessary for various plans would have to be considered as well as the satisfaction with the finished products resulting from various methods. Similar analyses could be made in comparing the new coin-operated self-service dry cleaning establishments with those of commercial dry cleaners. If also considering home dry-cleaning, the additional factors of safety and selection of the correct solvent would be in the picture. The degree of skill one has in pressing tailored garments would also

be a factor in weighing relative merits of dry-cleaning methods. A development in metropolitan areas, which may influence decisions about laundry problems, is the possibility of renting what you need rather than owning. Diaper service has been common for years; how long may it be before individual families rent towels, sheets, and the like?

Decisions have to be made about the frequency of laundering. These would be related to the time, energy, and facilities one has available for the job, the amount of laundry which accumulates because of the size of the family, the kind of soil resulting from their activities, the standard of cleanliness one wishes to maintain, and the number of clothes available for wear. Fewer clothes and more frequent washings often seem to be the case when one has automatic laundry equipment, especially in families of rapidly growing youngsters.

Consumer education comes into the picture as decisions have to be made about choices of equipment and supplies. Analyses of advertisements, television, magazines, newspapers, and mail-order catalogues, and analyses of costs and finance charges for appliances could be very important parts of this consumer education. Experience in reading labels, directions, and other information on products may point up the need for additional understanding. Practice in figuring best-buys on various sizes and kinds of detergents, and being alert to typical prices are other good consumer education experiences in relation to laundry.

Decisions would have to be made about the style of equipment to be purchased, whether for home or school. Here consideration should be given to such choices as front-loading versus top-loading washer, gas or electric dryer, venter dryer versus water condensation type, standard model versus deluxe, space allowable for the appliances and the utility connections necessary. The location of laundry equipment would need to be explored since decisions about location might influence one's choice as much as other factors. Many of the experiences in decision-making about laundry give excellent opportunity for practice in all steps of problem solving, and application of scientific principles about soap and detergent action in hard and soft water. Moreover, these learnings are not limited to classes having laundry equipment in their school rooms.

Some schools may find it desirable to use community self-service laundries rather than invest in specialized equipment. Principles of laundry procedure and such activities as sorting and pre-treating can still be taught in the classroom. Observations of the finished product can come after the job is done somewhere else. To some extent various bundles of laundry can be handled experimentally so that students could make observations and draw their own conclusions. Although variation in time or speed of washing are seldom possible in coin-operated machines, variations in the water, the size and composition of loads, the amount of detergent, and, to some extent, the kind can be tried. Adding or not using bleach or fabric softener are other possible variations. The results from tumble action machines may be compared with those from agitator type washers, although different laundries may be necessary for this. Drying time is easily under one's control, therefore observations could be made about optimum drying time for various kinds of articles, and the relation of the amount of drying to future appearance and the ironing or pressing needed.

Other opportunities for experience with laundry procedures can, of course, come from observations and try-outs at home after presentation of facts and principles at school. Laundry problems could make excellent home projects, or special projects for investigation for individual study. Another opportunity for study beyond the classroom may be using the public utility home economist and demonstration equipment at her center.

Appropriate equipment in home economics classrooms may be found in several different locations. Laundry equipment might be part of clothing and textile work areas, part of a general storage and preparation area in the foods room or an adjacent room, or in a home management center which might be combined with a family living center. To be truly efficient, as well as allowing for a variety of experiences, it would seem that the following facilities are desirable--an automatic washer and an automatic dryer, each with flexible controls; a sink or small tub for pretreating, spotting, and hand washing; an adjacent work counter as a surface for sorting, folding, blocking knit garments, or shrinking fabric preparatory to cutting; and convenient cupboards for detergents and other laundry items. A floor drain with rods or racks above it would be necessary so some things could be drip-dried and comparisons made with machine-dried garments. Portable ironing boards, adjustable as to height, small pressing boards to be used on counter tops, and steam and/or dry irons are usually found in connection with a clothing center and could be used as needed for laundry experiences. An ironer may be unnecessary when "table linens" for the department (and in many homes) are plastic mats and paper napkins. Yet, if training for household employment were part of the home economics program, machine ironing skills, as well as hand ironing skills, might be very important.

Demonstration centers

A good demonstration center seems to be a "must" for home economics departments of the future. There may be several factors forcing teachers to teach more by demonstration than by giving students extended practice in laboratory classes. Larger classes resulting from increasing enrollments may limit opportunity for extensive practice when costs of supplies and equipment climb. Rapid changes in equipment and materials for homemaking (and for teaching itself) may make it unwise to tie up capital or space in facilities that may soon become outmoded. Students' time during the school day may be at a premium since more and more courses are being added as possibilities in high school programs. Shorter, or fewer, periods for home economics may result which, in turn, would limit the amount of time for laboratory practice. We have streamlined homemaking itself so that many homemakers carry full-time jobs outside the home. Can we not streamline the teaching of homemaking to do what is important in as economical a way as possible?

Visibility is of utmost importance for good demonstrations. Eventually many schools may be using the television camera for close-ups of demonstrations, but until that time other facilities must be planned. A minimum would seem to be a convenient demonstration table with an adjustable overhead mirror to reflect the work of the demonstrator. Some people prefer this mirror attached to the demonstration table. Others like a separate mirror on its own frame so that it can be moved to reflect work at places other than the one table. In addition to the equipment, adequate space for the comfortable seating of the student audience is necessary.

A demonstration unit can be much more than a table top with a good work surface. Various styles of base cabinets with appropriate drawers and cupboard areas can be used. Mounted on sturdy casters, which can be locked in position, these can easily be moved where needed within a room, or from room to room. Such a unit may need a home-base or storage location when not in use for demonstrations. Perhaps a section of base cabinets along a kitchen wall could be rolled out when needed, or the demonstration cabinets could be lined up in relation to counters in unit kitchens, thus giving them more work area. A separate or detachable mirror would probably be the best choice for either of these plans. Ceiling mirrors are good, but very expensive and would tend to limit the location of demonstrations. They may be the answer for some places, however.

The demonstration area in a foods room may be planned as one of the unit kitchens to be used by students. In such a case the refrigerator and oven would likely be on the wall of the laboratory, but the work surface, sink, and table-top burners could be in a peninsula-like counter curving into the room, or in an island counter parallel to the wall units. Thus the teacher could face her students as she works behind the counter. Supplies and equipment would all be at hand and would not have to be moved to a separate table. Pull-down chalk-boards, or sliding cabinet doors of chalk-board, in this unit would enhance this as a demonstration area.

This arrangement of one unit kitchen as a demonstration center may look better on paper than it works in practice unless special provisions are made. If this unit is to be used by students immediately following a demonstration, either the same period or a subsequent period, time must be allowed for clean-up to make the area ready for student use. Time for getting the area ready for others could be cut if extra equipment has been provided for demonstration use. Duplication of certain types of equipment for mixing, baking, and storing food can help a great deal in lack of frustration in subsequent demonstrations or laboratory lessons. This is also true when several food preparation lessons follow one another in close succession. A relatively small investment in extra utensils such as pie pans, gelatin molds, casseroles, and storage containers for refrigerator or freezer can pay big dividends in harmony between classes and teachers, as well as in lack of confusion.

Another type of demonstration unit that has been very effective is a cabinet made in three parts hinged together with piano-type hinges. When closed, this is a compact unit giving a table-top surface of about 48 by 36 inches. When open, sections swing out so that there is a work surface of 48 by 18 inches in front of the demonstrator with wings of 24 by 18 inches on either side. She is, in effect, surrounded on three sides by work surfaces and storage facilities. The exact dimensions of the cabinet, the way it is divided, and the fittings in the interior can be designed to accommodate the type of work to be done at this unit. In any event, this cabinet, too, needs casters for its own movability as well as for swinging back the wings.

A demonstrator needs things easy to find and easy to grasp without wasting motions or time. One feature possible in the three-part cabinet mentioned above is a series of tray glides in one of the wings (or in the front part of the cabinet) to hold various trays on which the demonstrator, or her assistant, has assembled tools and supplies for different operations.

Well designed drawers and pull-out cabinet shelves to hold necessary utensils and appliances are needed. A wooden chopping-board should be stored under the counter top or in a vertical storage slot. Open shelves in one of the wings of the three-part cabinet might be used as needed for packages of food or for canisters. A receptacle for waste on a bottom shelf is convenient, as is a dispenser for a roll of paper towels under the counter top, and a hook for keeping hot-pan holders ready for use. Such features in a cabinet can aid materially in keeping the work top uncluttered so that visibility is good.

The demonstration unit may serve many functions. It can be the center of many teaching operations. The table top surface may be convenient for teaching supplies or display of illustrative material for certain lessons. The cabinets in the demonstration unit may be a storehouse for special tools and supplies to enhance the work of the demonstrator. One-of-a-kind articles that may be too expensive to duplicate, and those needed for analytical study and experimentation in consumer buying, can also be stored here. The supplies and equipment in the cabinet may be changed from time to time. For example, articles needed for such activities as a metal cleaning demonstration in relation to kitchen equipment, or spot and stain removal in clothes care, could be kept assembled in a storeroom and brought to the demonstration table as needed. Let "tote-drawers" serve the teacher as well as the student.

For food preparation and equipment demonstrations, it would be desirable to have the demonstration unit wired so it could be plugged into a heavy-duty circuit. Then any electrical appliances used could be plugged into an outlet strip on the cabinet itself. Some teachers might like two surface-units for cooking, or a food mixer built in the top of a portable demonstration unit.

For clothing construction demonstrations the table-top height would likely be one for sit-down work. A sewing machine should be immediately adjacent, built into the unit, or a portable one placed on the table. Pressing equipment should also be on hand. A portable reflecting mirror may be better here than a mirror fixed on a table. For clothing selection and personal grooming demonstrations, the same mirror, plus full-length ones on closet doors, could serve.

More than one supervisor suggested that at least one room in a large home economics department be set up as a special demonstration room. One idea was that this be designed primarily as a demonstration area for adult classes. Possible equipment for this room could be one foods unit equipped for demonstrations; one complete demonstration unit for clothing; all-purpose tables; storage for portable sewing machines, ironing boards, electrical appliances and teaching materials; a laundry unit; a living area corner; and special cabinets storing child development materials and home care of the sick supplies and equipment. It would also be desirable to have the room arranged for easy use of movies, slides, and film-strips. This type of facility could be used for many consumer education problems, demonstrations in many areas of homemaking skills, and parent education discussion groups. When not in use for adult education this room could be an overflow for high school classes, and/or a place for independent study projects.

Another supervisor refers to a similar type of room as a "home management and demonstration room." In this case tablet-arm chairs rather than

small tables serve as pupil stations. This room is used for demonstration in foods and clothing and for home management study. Between this room and a foods room is an area about 15 feet by 30 feet separated from each laboratory by plastic folding doors. This is used as a living-dining area, sometimes by groups from one class, sometimes from the other. Or, with student chairs in the big room turned toward this area, some types of demonstrations could originate here as well as from any part of the laboratory.

Other home economics classrooms

In addition to the "demonstration" rooms mentioned above, and the traditional foods and clothing rooms, supervisors have suggested other rooms as part of home economics departments. If we are going to take home economics in new directions in line with changing needs of families in our society and in line with general trends in education, we need to pay more attention to spaces other than just those for foods and clothing. Even though we try to add a phrase and speak of "foods and related areas room" or "clothing and related areas room" the ready reference, as well as the popular image, is "foods" and "clothing." When specialized semester courses are offered in city systems, or in other large schools, then specialized laboratories will be needed for these--laboratories for child development and for housing and home furnishing as well as for foods and clothing. But let us not forget the entire scope of our field as curriculum and facilities are planned.

A group of teachers, planning for the teaching of "related subjects", felt that whenever possible these subjects should be taught in a room other than the foods or clothing laboratories. Although they could be incorporated into these laboratories if necessary, it was felt that an "all-purpose" or family-living room would function better. Some of their suggestions follow:

- * Bulletin and chalk boards built into hinged frames that open like a book and are attached to the wall or a cabinet and may be closed away when not in use. Displays for more than one lesson at a time can thus be assembled
- * Tables with a durable surface can double as work tables, dining tables, can be pushed together, can be part of the living room
- * Chairs for students that can serve as part of the living room, but can easily be stored when in excess--folding or stack chairs likely
- * Dark curtains and a projection screen which rolls out of sight when not in use--Venetian blinds with draw draperies would probably suffice
- * A background that is soft and yet neutral to provide a place to try color arrangements in home decoration
- * Patio for practice in entertaining and play-school yard desirable
- * Location on ground floor for easy access for entertaining, delivery, child care

This group went on to recommend facilities in this area for grooming, laundry, home nursing, child development, and entertaining. A sink with counter and cabinets would be useful for many activities in these studies. Placed behind doors, it need not detract from a living room atmosphere.

One city supervisor described facilities in a new high school as made up of a multi-purpose classroom, a foods room, a clothing room, and a living-dining area. Facilities to allow for studies in the multi-purpose room include:

For child development--

Floor space that can be cleared for play groups
Shelf and cabinet storage for games and toys

For family health--

Beds set up for home nursing screened by a folding door when same room is used for other classes; when not in use, beds are taken down and stored in wall cabinets
Floor to ceiling shelves in wall cabinets store other supplies

For housing and home furnishings--

Bulletin boards and display areas, counter tops serve, too
Storage for many types of illustrative material such as magazines, pamphlets, samples of floor coverings, drapery, and upholstery fabrics

For family living--

Provision for pamphlets, books, file materials
Provision for showing of films; flexible seating arrangements
An atmosphere not too feminine, since boys are here, too

A state supervisor suggests that a multi-purpose room, which could be similar to those described above, may be a better choice in schools than a home-living center. Whatever the name, the room needs to be large enough to accomodate many activities in order to offer functional space for learning experiences. The multi-purpose room could probably offer this better than the so-called living area. It could also be arranged so as to be adaptable for entertainment functions. "Family-living classroom" might evoke a more accurate picture of what home economics teachers want than just "family-living room."

A convertible classroom designed as one of three units for a high school with a small enrollment may give us ideas for other arrangements for a multi-purpose room. This classroom is described in Forecast for October, 1959. Here we find one large area which turns into the equivalent of three classrooms. The room is six-sided with three alcoves, each equipped to accomodate specialized subjects and separable as needed from the rest of the room. One alcove houses equipment for foods teaching, another clothing, and the third, home living and decoration. Cabinets are along two of the three window walls in the main classroom area, with display cases on either side of the door on the third wall.

Slide-up panels faced with chalkboard and tackboard separate each alcove from the main classroom area. Chairs and work tables are light and easy to move. When an alcove is opened the room becomes a miniature theater and

class attention is focused on the "stage" as a demonstration, lecture, or laboratory work area. When all alcoves are closed, the classroom can be used for any type of instruction without the distractions of homemaking equipment.

Classrooms, or multi-purpose rooms, which allow for a variety of areas in home economics to be explored can lend themselves very well to the teaching of senior level courses for the college-bound. Here the practice of homemaking skills is not the aim, but the development of insights as to how principles can be applied in homemaking. Opportunity for study, exploration, and experimentation with a variety of materials could easily be given in a multi-purpose room. A duplication of unit kitchens or clothing construction centers would not be necessary or even desirable. One kitchen unit with cabinets and equipment that could be moved about would be good. This kitchen could then be set up in different ways for various kinds of learning situations, or the cabinets could be placed experimentally to test ideas about kitchen planning. Wall storage units housing demonstration and illustrative material for many areas of home economics should also be part of this room. The center of the room should remain free for student groupings in any way the class activity demanded. Two-student or individual tables that could be arranged in a variety of ways for study, discussion or project work, would seem to function well in this type of room.

Whatever the student group, when lessons are primarily of the discussion type, a classroom with movable tablet-arm chairs, or small table-desks may be better than a laboratory set-up. The distractions of a variety of laboratory equipment are not present, and it might be possible to seat students in a better arrangement than in a laboratory. Both of these factors could contribute to better attention. The seating arrangement might also be better for viewing visual aids. Other teaching materials or simple demonstration materials could easily be moved to the classroom on portable carts.

For many years a two-teacher home economics department has commonly had one room for foods and related subjects and another for clothing and related subjects, sometimes with a living center between the two. We have already suggested that this pattern seems to be in the process of disappearing. One supervisor reported that suggestions for two-teacher departments in her state are one room to be furnished and equipped for clothing and foods, and the other to be for everything else in home economics. This second room is very flexible and can be used by classes other than home economics groups. A storeroom with work counter and wall cabinets is accessible from both rooms in this arrangement.

The diagram of this room gives indication of the flexibility planned for it. The following are shown:

- * Twelve trapezoid tables to seat twenty-four in whatever grouping desired
- * One wall of chalkboard, one of tackboard
- * Movable, open book-shelves
- * A tall cabinet for teaching materials near the teacher's desk and file
- * A tall cabinet with adjacent base cabinets which could be moved as desired. Electric surface units on one cabinet
- * A half-bath, probably a toilet room for play school groups

- * A large home living alcove near the window wall, with one wall of storage units
- * Laundry equipment separated from main classroom by folding partition (but also available to groups from other homemaking room)

The capacity of this room for classes is twenty-four, but this might be increased considerably for some kinds of presentations. If the tables are the stack-type, they could be stacked out of the way in the home living alcove and folding chairs put up in the main classroom. Presentations to large groups by a member of a teaching team, or by special resource persons from the community, would then be possible.

Classrooms such as described in this section are and will be challenges to teachers who may be rather thoroughly oriented to a "laboratory." Both in-service and pre-service teacher educators must help home economists see the possibilities and opportunities in such classrooms. Administrators seem to perceive the advantages of such arrangements rather more readily.

A Plea for Action

This issue of the Illinois Teacher is presented as an "idea" book, or even a "wish" book, but we do hope some of the ideas and wishes get into action. About a year-and-a-half ago we asked you in Vol. III, No. 9, Illinois Teacher, "Are you moving in new directions--from 1940 toward 1960 teaching?" Emphasis in that issue was primarily on curriculum and methods. A similar question can be raised today: "Are you moving in new directions--from 1960 facilities toward facilities suitable for housing home economics programs in the 70's, 80's, and 90's?"

Dr. Floride Moore made a point about the rapidity of change by saying that one of our problems is that we have to train teachers to teach subject matter that they have not yet been taught. Likewise, because of the urgent need for more schools for more children, home economics facilities in schools have to be planned not knowing for sure what future programs will be. We become so wrapped up in the events of the day that it is difficult to look beyond them. Let us try, as Dr. June Bricker has suggested, for the sake of the future to "make the urgent tasks subservient to the important."

In Vol. V, No. 2 of this year's Illinois Teacher, you are asked to "Try Something Different." This issue continues that plea in relation to facilities. These, of course, need not always be new rooms. Creative use of old facilities is important, too. Let us take a look at one of the "Try Something Different" ideas and see what implications it may have for space and facilities.

Bring the present local situation into sharp focus. As well as finding facts about student practices, attitudes, and values through studies and surveys, find out some facts about your practices in relation to use of facilities. How is your home economics room really used? Studies in family housing have been based on use of rooms; why not do the same for school rooms? It may be very illuminating to see objective records about how frequently certain spaces are used, and for what kind of activities.

A diary record of some kind seems in order to make an analysis of learning experiences as a basis for planning space and facilities. One basis for analysis might be all class activities for every period in a week. Another might be use of space and facilities throughout the time span of a given unit of study for a single class. Both teacher activity and student activity would need to be recorded along with the spaces used for the activity. Other evidences recorded in a diary might be frustrations experienced in use of space, or adjustments that had to be made because of inadequate facilities.

Additional suggestions from supervisors

Several supervisors, especially city supervisors, expressed concern about what home economics should be doing to prepare students for wage-earning occupations related to homemaking. Although the assumption seemed to be that jobs after high school were the ones meant, home economics training for employment should also be possible for out-of-school youth and adults. The question to pose here is--do we need special facilities, or can facilities planned for regular secondary school programs serve other groups, too? Possible occupations to consider are: child care aides for day-care centers, dietitian aides, school lunch services, nursing aides in convalescent and retirement homes, and household employment or homemakers' aides. Employers would probably expect fairly skillful workers who understood what they were doing; therefore facilities for practice experiences as well as thinking and reasoning experiences would need to be provided.

Another group that could benefit from teaching by home economists is found in elementary schools. Home economists have served as resource people in elementary classrooms, and elementary children have visited home economics laboratories for special experiences. Perhaps, with appropriate space and facilities in elementary schools, even more could be accomplished. A program in unified arts where related experiences are provided in industrial arts, home arts, and arts and crafts is one kind of an answer. The belief is that each child should have opportunity to participate in art activities which help enrich American family and community living. Facilities for such a program would be a large workroom, possibly equivalent to two or three classrooms, furnished and equipped for activities in all areas mentioned, with an arts and crafts teacher available full-time and home arts and industrial arts teachers alternating between two schools.

Supervisors raised many questions in relation to space and facilities for the future. Some of these follow:

- * What is the kind of program most appropriate for junior high home economics? It is only as program is clearly defined that fair decisions can be made about facilities.
- * What kind of help can be given to teachers to aid in using all areas of all-purpose rooms effectively?
- * How can teachers be helped to gain satisfactions from teaching in "classrooms" designed to serve many purposes as compared to traditional "laboratories"? Non-laboratory teaching needs more emphasis in teacher education

- * If it is important to teach skills for homemaking to the point of mastery, how can this be done if provision is not made for adequate student work stations for all in a class? How could this be done without tying up so much space and money for equipment?
- * With larger classes making for a kind of "mass education," what can be done in space and facilities to provide for individual differences and to encourage creativity?
- * How can we help teachers distinguish between personal wants when equipping home economics rooms and the needs of the teaching situation in that particular community?
- * Maximum utilization of space at all times will be necessary. This may mean designing home economics classrooms that are also suitable for non-home economics classes. Also, teachers will need to think less of "my room" and more of "our department" and "our school."
- * Getting used to, and making good use of unusually shaped spaces is likely to become more of a problem as new ideas continue to develop in school architecture. We need to "play with ideas" about spaces before the plans are drawn.
- * Helping teachers decide when and how to utilize community facilities rather than investing in space or equipment for the department at school. Examples are laundry, observation of children, Red Cross for home care of the sick.

Providing for flexibility in the way spaces are arranged and in the kind of furniture and equipment selected is a big concern of supervisors. Perhaps all home economists should put on their thinking caps and "brain-storm" some ideas for creativity. Several years ago a popular magazine had a "Why Don't They--?" column. Why do we not use this idea in relation to space and facilities for home economics as we talk to school planners and to equipment people? After observing some "Why Don't They?" columns in a few issues of The Nation's Schools it was interesting to see another column head "Why Don't They?--They Did!" with manufacturers describing products already developed.

"At a cross roads" is often used as a phrase to indicate need for change of direction. One educator, however, has suggested taking another look at this concept. His idea seems to have merit for innovators. When you get to a crossroads you have arrived by one path, and there are three other directions open to you. But at a crossroads these would be well defined routes; someone has gone these ways before you. The suggestion is that educators step out into space, in new directions not previously traveled, rather than following some one else's routes. Let home economists take these steps; let them play with ideas and try them out! As we look to the future let us continue to explore all possible groups we might serve; and let us find out what is going on in the rest of the curriculum.

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 6; February, 1962. Published
nine times each year by the University of Illinois.
Entered as second-class matter December 11, 1912,
at the post office at Urbana, Illinois, under the
Act of August 24, 1912. Office of Home Economics
Education, 334 Gregory Hall, Urbana, Illinois

GOOD MANAGEMENT IN EVERY DEPARTMENT

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How many times have you heard, "I don't see how she manages to do all that she does and yet do everything so well."--or--"I'm sorry, I couldn't possibly manage to do that. I'd like to, but I'm just not a good manager." This ability to manage or not to manage rests in large part with the attitude and motivation of the individual. All of us recognize the truth in the old aphorism, "Where there's a will, there's a way."

Therefore the proposition alleged by the writers is that one of the major considerations in the problem of management is the desire or unwillingness to work toward the goal in question. Too often one's willingness to do a task, participate in an activity, or cooperate in a project is credited to poor management of time or other resources. This willingness to work toward the goal culminates in a decision. It should be obvious that only after a goal is willingly accepted and a decision is made to work toward it, that anyone has anything to manage. However, it should be emphasized that a decision is never made unless the one making the decision assumes the responsibility for its results. It logically follows then, that none of us can make a decision for someone else. Management, then, is a personal matter requiring constant self-appraisal and great flexibility. Basically management is concerned with the stimulation, development, and fulfillment of human potentialities.

Good managers who willingly accept a goal, decide to work toward it, and ultimately assume the responsibility for the results of the decision will also anticipate the demands that will be placed upon them by the situation or other people. It is the poor manager or perhaps the non-manager who waits for someone else to indicate that "this should be done" or "that comes next." It is the poor teacher-manager who places her students in such a position that they cannot move ahead until she gives the go-sign or until she catches up to where they are. Good managers look ahead and have an overall flexible plan. Those who live one day at a time get caught in their own web of nearsightedness.

Good management, then, becomes a complex problem involving motivation, decisions, plans, resources, the management process, values and the like. These components of management need to be scrutinized. The parts are apt to separate out or cling together as though magnetized. It follows that the able teacher-manager who achieves success in this atom-powered space age may find the answer in her recognition of these relationships, concepts and procedures. It should be remembered however, that the development of management is a continuing, life-long job and is not a one-course, one-purpose, once-in-a-while proposition.

What Research Tells Us About Management

What is management?

Dr. Cleo Fitzsimmons of Purdue University advises that a concept of management should be comprehensive enough to allow for all variations and yet should be flexible enough to include them without strain and as simple as possible while covering the complexities involved in the activity. With this criteria in mind, we turn to Webster and find that to manage means to handle; conduct; carry on; control; guide; to bring about artfully to one's plans and to make use of one's means or resources in a thrifty way. Fitzsimmons says that management in a business venture is the direction of the enterprise. This involves the determination of the ends sought; planning the work to be done; organizing; coordinating and directing the human and non-human resources employed to achieve the predetermined objectives. Management in the school venture is very similar. The same involvements occur and are used in the full attainment of the school objectives. Management can be thought of as making use of what you have in order to satisfy desires.

Analysis reveals that management is very largely choice-making. This includes making choices among goals to be sought and among ways of using resources to secure them. Dr. Margaret Liston of Iowa State College says that management is the decision-making we do when we:

1. Plan to use what we have (our resources) to get as much as possible of what we want (our goals). This involves planning to accomplish maximum returns from a given use of resources and a given purpose to be supplied at minimum costs of money, time, energy, and other resources.
2. Put the plan in action and make adjustments as they are necessary while the plan is in process.
3. Evaluate how well the plan worked. Use the results as a basis for future planning.

Dr. Beatrice Paolucci of Michigan State University suggests that management is the vehicle we use to get from resources to goals. From her articles, the following statements about management were drawn:

- * Management is more than a mere performance of work
- * Management is not limited to the leader of the group
- * Management is a mental process. Also, it is possible to be trained for the job of management
- * Management is not an end in itself. The attainment of values are the ends
- * Classroom goals are not dictated by management

With these concepts of management from various leaders in the field, the

writers see a close relationship between these concepts of management and problem-solving and critical thinking. It is clear that management is for the teacher a process. In it ends or goals are attained through the use of resources available to the teacher-manager. According to the literature, management:

- * involves determining attainable goals that one willingly accepts
- * is a choice-making process where values are clarified and evidences and consequences are examined
- * is concerned with analyzing the task, the resources at hand, etc.
- * makes use of a plan for the achievement of the goals, incorporating the available resources
- * is carried out. The task or time or materials or energy are managed
- * is not completed without an evaluation of the results

Now let us consider the major steps in problem solving:

1. A problem is encountered
2. A decision to solve the problem is made
3. A hypothesis or possible solution is formed
4. Information is collected
5. A plan for solving the problem is made
6. The hypothesis or solution is tested through solving the problem
7. The results are evaluated

Then consider the aspects of critical thinking as set forth in the Manual and the Test of Critical Thinking published by the Cooperative Study of Evaluation in General Education of the American Council on Education. One who thinks critically:

- * can define problems
- * uses principles of logical reasoning
- * selects pertinent information
- * recognizes unstated assumptions and interprets data legitimately
- * formulates hypotheses and evaluates them
- * makes valid inferences
- * comprehends and uses language for accurate communication

A comparison of these three important processes would seem to support the thesis that management, problem solving, and critical thinking are closely related.

The broader concept of management as it applies to the teacher and the school centers attention on the school system as a whole--on the total goals of the educational system, and the ways in which decision making and management practices in the school can help reach the goals. It begins with the broad question, "How can all of the resources available to the school for education--building, class room, furnishings and equipment, available money, time, mental and physical energy, special abilities and skills, community resources, and all other resources--be used so that all students can have the kind of education for living they most need and prefer?" Previous issues of The Illinois Teacher have dealt with the time and management of the homemaking teacher and with the management of department facilities and equipment. Major emphasis in this issue will be given to these other aspects of management.

Management then, is not a simple recipe but a complex process requiring motivation, self-discipline, a sorting of values, foresight, and high level thinking. Management for the teacher might be thought of as the direction of the activities of a home economics department through the planning, organizing, coordinating, and controlling of the human and non-human resources available to it, toward the achievement of pre-determined objectives. Fitzsimmons put the problem of teacher management accurately when she wrote, "Many people enjoy the task of management. Some dislike it...Actually, avoidance is impossible...Choices among alternatives will inevitably be made, and these choices are the essence of management."

Goals

Let us look briefly at some of the dimensions of management--goals, decisions, resources, plans and principles. Since management is a goal-directed process, the recognition and translation of motivation into attainable goals is a first step in practicing or teaching management. Goals are the things we set out to accomplish. They may be something tangible that is wanted or an intangible to be achieved. Goals should be attainable, challenging and worthy of attainment, clear to the manager, and should meet a real need or interest. Some goals require many years of effort, some can be reached in a single week or a day or even in minutes, while others are intermediate--the stepping stones to more important goals. Our goals are clarified when we realize they are on different levels.

For a long time the Illinois Teacher has illustrated the wisdom of cooperatively identifying and accepting objectives in the classroom situation. In this way both teacher and students have the right to state their desires and purposes, and each one has the responsibility for hearing and considering those of others. A greater total of "want-satisfaction" may be expected to result. Ideally, the understanding, which results from a cooperative statement of objectives, should lead to recognition of the total problem.

Goals then are essential to the management process. They must be clearly identified, accepted by those concerned, and should meet a real need.

Decisions

Effective decisions are those that result in action. In order to have action, we must first have experienced motivation. According to Paolucci and O'Brien, the motivating forces are the whys of management. Motivation is inherent in each step of the managerial process. One must be motivated before he will plan, control, or evaluate. Motivation is an energizer, and motives shape goals and result in decisions.

Paolucci points out that at this point little is actually known about how to make specific choices. Considerable mental rambling is often involved and a desired end may not at first be reached. The decision-maker must have the authority to implement the choice and be willing to assume responsibility for the results. If this does not happen one probably will not become deeply engaged in the decision-making aspect of management. The opportunity for carrying out the decision and sharing in the resulting benefits of the changed situation are the heart of the decision-making process. Decision-making is a means, not an end. The results of a decision may be an end; making the decision is a means to it.

The best decision-making system is one which works well for the teacher. It should not be a chore or a burden. Neither is it to be consciously remembered as a system. Although time should be taken to collect all pertinent information appropriate to the decision to be made, it is a slovenly habit to put off making the decision once the necessary information is obtained. This results in the individual who is managed by events rather than managing the events that are to come. As Irwin Bross in his Design for Decision so aptly points out, "If the decision is to be based on the consequences of the possible actions, then these consequences must be evaluated and hence a value system must be incorporated in the decision-maker."

Fitzsimmons suggests that one must learn that each decision in the allocation of resources is related to all other decisions. For example, the way that money is used will influence the use of time and skills. Skills will affect the use of materials, and materials that are desired will influence the use of money. We know that management practices in the operation of the home economics department involve innumerable decisions in the use of time, energy, money, supplies, talent, and equipment. Again, we should not overlook the fact that everyone will have to engage in the decision-making aspects of management. There is no escape. The only thing is that, if the student does not agree with what the teacher-manager decided to implement and chooses to assume responsibility for, he may manage not to work or not to work so hard at attaining a goal he has not accepted. His goal will be to devote as little to this end as he can so that he will not be hindered in reaching goals he has decided to try to attain.

Decisions are opportunities and challenges to most of us. Childs and Cater, in their Ethics in a Business Society, express this well in their statement:

"Man alone is capable of asking what he will do with his life, with the little span of time allotted to him. And likewise he can help shape the society of which he is a part, for good or

ill. It is this God-given choice that sets man apart and enables him, in the face of an infinite universe, to call his soul his own. To believe he will reject this choice is to admit utter despair."

Resources

What I found, I have.
 What I used, I had.
 What I kept, I have lost.

Resources are the tools that make end-results possible. It is only through an awareness of all of the available resources that we can increase the possibility of achieving what is desired. The resources are what are managed. So it follows that to increase one's knowledge about resources is one good way to facilitate management. After we learn to identify our resources, we can better understand their characteristics. This knowledge will help us manage them. When we lack full knowledge of the great variety of resources that are at our command, our scope for management is narrowed. When we are identifying our resources, we need to be aware not only of the amount available to us as individuals, but also we should see what is available to other persons which can be utilized for achieving group goals. Individual teacher capacity, student capacity, and group capacity must be mobilized.

For analytical and practical purposes several writers separate resources into two groups. The first group is one's own work capacity and the second includes situational resources. One's own work capacity includes his physical energy, bodily strength, attitudes, abilities and skills, and knowledge. Situational resources include all that is available to us from outside ourselves and includes both money and/or the services and material goods that can be purchased or obtained through barter as a resource. These situational resources are like a person's work capacity-complex, interrelated and independent. They can be measured.

Management of the multitude of resources in the school and her personal life, as well as the teaching of these aspects to students, is one of the greatest problems the home economics teacher faces. Much of the success of her attempt to create the best learning environment for her classes is dependent upon management.

Plans

Management of resources requires planning by the manager. A good plan is a guide helping the manager to steer a straighter course toward the desired goal. Never should the planning become such a dominant factor that it takes more time than the actual job. Neither should it be a stick over the head to drive and limit the manager. A plan should be an assistant and guide so that goals may be accomplished without undue personal tension and strain or waste of resources. Both long range plans and plans for a smaller specific period of time are essential for the total aspect of planning for good management.

Four essential steps to a good plan are:

- * Thinking through possible ways to solve a problem
- * Mental deliberation to visualize procedures and results
- * Ranking the parts of the plan on the basis of their importance
- * Arranging the time sequence for the chosen plan

As these four steps are followed, the wise planner will:

- * Try to learn what is expected of him in his work
- * Have plans which put first things first and are as flexible as possible in order to allow for emergencies and interruptions, which must be met with self-control
- * Plan to do mental work when he is at his best
- * Plan for the essentials in order to have more time for nonessentials
- * Plan not only for work, but for rest and recreation, to meet his needs
- * Plan in such a way that time and energy expenditures will be about the same each day
- * Make good use of those "odd" minutes
- * Avoid putting things off
- * Make his plan work--not let the plan work him

Management principles

Recognition of principles is the beginning of managerial success. Too often we make our first mistake as teachers by failing to recognize clear principles. When this happens our efforts lack direction and we find ourselves entangled in the mesh of a multitude of details. The University of New York gives a good list of principles in their publication, Teaching Management, as follows:

- * Thoughtful decision-making is essential to good management
- * Use of good management practices tends to improve the quality of work
- * Management experiences are needed to develop managerial abilities
- * Management is a means of accomplishing goals
- * Clearly defined goals and their constant evaluation are basic to good management
- * Human relationships are involved in all management processes

- * Management tends to produce efficiency
- * The management process stimulates evaluation
- * Management places responsibility on the individual to weigh values before making decisions
- * Management is basic to all homemaking activities

In addition to these there might be added:

- * There is an essential order to most activities
- * An efficient use of good planning is a short cut to desired goals

Goals, decisions, resources, plans, and principles of management might be thought of as the "bag of tools and the book of rules" in the following quotation:

Isn't it strange that princes and kings
And clowns that caper in saw-dust rings,
And common folk--like you and me
Are builders for eternity?
Each is given a bag of tools
And a book of rules
And each must make, ere life has flown,
A stumbling block or a stepping stone.

The Teacher-Manager

Sometimes teachers consider the business of management in the school the sole responsibility of the administration. This is not so. Although the administration deals in management, just as their management relates to school problems, so must the management of homemaking teachers be designed to meet the needs of their department, students and themselves personally. School management should be cooperatively structured. Individual management practices of teachers must serve to dovetail and extend school management practices. No one person can perform all of the activities of management.

Management analysis of practices within the school, if they are designed to help the teacher with her problems, might well begin with a recognition of the potential diversity of felt needs and ends as they will be experienced and expressed by teachers themselves. Most of these will fall into two areas of management responsibilities. These are those of the teacher to the school and that of the teacher to herself. Part of the task of the teacher-manager is to clarify the relationship of such diverse responsibilities to her personal goals. Whatever is said about the management of the teacher must be based upon the broad idea of what schools are and on what they are for, because this is the media toward which the teacher directs her personal management and through which she professes management for others. Unless a teacher-manager has resources under her control, she is not in a position to manage.

Personal management

Included in the teacher's personal resources that she has the privilege of managing are her health--both physical and mental--her energy, her time, her money, and her talents. The successful teacher-manager will manage these resources in order to achieve a happy balance between her personal and professional life. One of the most important investments in life is the health that is brought to it. If one is crippled by working from the opening gong each day until "the last cat is hung," she must add or subtract the condition of her most important "capital asset" which is health. If she has a heart attack, stroke, or other acute disability, and if these are due to intemperance of work, lack of sleep, eating, drinking, or smoking, she is investing too much.

Below is a rating scale taken from suggestions given in a class in supervision at the University of Illinois that is a helpful guide in this area of personal management. Why not try rating yourself on it?

Personal Management of a Teacher of Home Economics

Directions: Rate the following aspects of your personal management. Lowest possible score for each factor is one and highest possible score for each factor is three.

<u>Personal Resources</u>		1	2	3	Score
<u>Physical health</u>	Has insufficient health for sustained effort. Complains of overwork and weariness and is often absent			Has excellent health, abundant energy; seldom absent	_____
<u>Mental health</u>	Is tired and nervous because of problems and worries she cannot seem to solve			Practices principles of sound mental health, has a positive approach to life	_____
<u>Energy</u>	Tries to do more things than her strength will allow in the time available			Keeps goals in line with her own strength and time	_____
	Energy is used up on unorganized tasks; much needless running to and fro			Activities are thought through so that motion is not wasted; daily order of routine business	_____
<u>Time</u>	Gives little thought to when things should be done; allows important matters to pile up on her. Goals often are not accomplished			Plans when, how and best sequence to use so time is organized wisely in terms of goals and values	_____

Personal Resources	1	2	3	Score
<u>Time</u>	Neglects use of time schedules; seems unaware of advantages they offer	Definite time plan is used, re-evaluated, and organized to suit needs		_____
	Sets standards which are unrealistic in terms of time available	Sets standards which are attainable in time available		_____
	Is often late in keeping appointments, turning in reports, and the like	Is prompt in meeting appointments, turning in reports, and the like		_____
	Tries to do too many things which others could do for her	Delegates to others responsibilities which they can carry out, thus giving herself more time		_____
<u>Money</u>	Spends impulsively without any over-all plans	Plans carefully as to how money should be used in terms of value received		_____
	Has a budget but runs over and has to use money that was planned for something else	Stays within planned budget		_____
	No organized system for recording how money is spent	Keeps careful and meaningful records of how money is used		_____
	Careless in spending of money. Often charges more than can afford. Has many unpaid bills	Exercises care and discretion in money matters so that no criticism will result		_____
<u>Talents</u>	Pays little attention to those in the community who could enrich her teaching program	Uses people in the community who can add to the effectiveness of her teaching		_____
	Does many things herself from which students could benefit by doing for her	Lets students do as much of the planning and carrying out of activities as possible		_____
	Does not have a knack for clothes, but always tries to be clean	Has a pleasing appearance. Always clothed appropriately and attractively		_____

Personal Resources	1	2	3	Score
	Never takes time to assist fellow faculty members on common problems		Seeks associations with faculty members to work on common problems	_____
	Leisure time spent accomplishing nothing worth while		Leisure time spent for some personal and/or professional growth	_____

Needs of teacher-managers

Teacher-managers have two main needs. One is to develop a good level of management ability. This requires a thorough understanding of the management process and the strengthening of personal characteristics that make for ability to manage. Another need is to accumulate the special knowledge and resources used in managing.

Earlier it was implied that management goals are on different levels. Another of the teacher-manager's goals for personal management should be considered here. Often in the pressure packed moments of the present we overlook the future. Some personal goals need to be recognized on the long-range plan. For most teachers life includes both teaching and other avenues of living that must also be managed if the teacher is to be truly productive and at her best. Some of these goals for long-range personal management include managing:

- * Time for further professional study and growth
- * Time to do other personally satisfying activities in one's home and community
- * Time to make a continuing self-inventory of assets versus liabilities

In short, everything is right in its time but how will it have a time if this latter has not previously been set aside in the long-range plan?

Department management

Managing the homemaking department is another aspect of the teacher's management responsibilities. This is equally as important as her management of personal resources and perhaps is even more observable to the public eye. Homemaking departments are only as good as teachers convince the administrators they should be. Instead of finding fault with the department and its facilities, maybe management needs to start with an active interest directed toward improving the kind of habitat which we inherit. The last issue of the Illinois Teacher gave much help in this area. Since excellent information regarding the management of equipment, facilities, and storage in the department was given there, we refer you to that issue for these aspects of department management. Now let us turn our attention to opening and closing the homemaking department, maintenance of the department, and business management of the homemaking department.

Many homemaking teachers start the school year depressed with the magnitude of the job before them. Probably opening the department is the first

chore to bring anxiety. A bit of self-made planning will set the stage for this early management problem. Following is a suggested list of questions emphasizing those opening-of-department duties that must be managed.

- * Is the department's large equipment satisfactory and in working order ready for use?
- * Have department books been examined and made ready for use? Are sufficient copies available?
- * Have the files been brought up-to-date and made ready for use?
- * Is illustrative material conveniently arranged for use?
- * Does the department present an appearance that resembles "home away from home?"
- * If new equipment or teaching materials have been obtained, has the teacher become sufficiently familiar with them?
- * Have sufficient home contacts been made by the teacher to enable home experiences to unfold easily?
- * Have tentative plans for the year's work been made with the officers of FHA or other sponsored groups?
- * Is the department actually ready for the pupil to use?
Tables and chairs clean and arranged with the purpose in mind?
Necessary supplies attainable to fulfill the planned procedure?
- * Has a specific written plan been developed and thought through?

These duties may loom large until the teacher-manager remembers that this is not a solo job. Classes consist of students and these represent lots of human energy and time. The teacher-manager will, after listing her duties, next examine the ways through which her students will be able to help achieve these ends and at the same time gain a learning experience.

With this in mind, class activities will be planned so that students can assist in organizing and putting the equipment and department in good order for the opening and closing of the school year. We do learn by doing and what better way of teaching management is there? In closing the department, the duties are very similar but in reverse of those which opened the department. Together the students and teachers could develop a simple check list for opening and closing the department similar to this.

Plan your class activities at the beginning and the end of the school year so the classes can assist in leaving the equipment and department in good order. This experience provides for the students good learning experiences in properly caring for equipment and applying management techniques that can be readily transferred to the home. Use this check list of duties and leave on file in the department.

Check List for Opening and Closing the Homemaking Department

<u>Item of management</u>	<u>Open Department</u>	<u>Close Department</u>
<u>Storage spaces</u>	Clean and organize for use	Clean and straighten
<u>Bulletin boards</u>	Arrange suitable display	Clear and file materials
<u>Teaching aids, displays, etc.</u>	Arrange for use	Sort, file and store
<u>Books, bulletins, magazines</u>	Properly display	Inventory, sort, and store
<u>Linens, drapes, curtains</u>	Unpack, press, correctly hang and/or distribute	Clean, label, and store
<u>Mattress and bedding</u>	Unpack, air, and distribute	Clean, label, and store
<u>Small equipment</u>	Unpack and distribute for use	Clean, inventory, and store
<u>Silverware</u>	Unpack and distribute	Clean, inventory, and store
<u>Glassware, china and pottery</u>	Unpack and distribute to proper places	Inventory, pack, and store
<u>Appliances</u>	Clean and check operation	Clean and store
<u>Food supplies</u>	Order and stock staples	Discard perishables; safely store staples
<u>Refrigerator</u>	Air and clean and cool for use	Defrost, wash with soda and leave with door open
<u>Stoves</u>	Clean for use	Clean thoroughly
<u>Washer and dryer</u>	Clean for use	Clean thoroughly and leave front loading doors open
<u>Sewing machines</u>	Clean and test stitching	Clean, oil, cover, list repairs needed
<u>Upholstered furniture</u>	Coverings stored and furniture brushed	Clean surfaces and cover
<u>Rugs</u>	Vacuum	Clean and protect against moths
<u>Shades</u>	Arrange at useful level	Draw to protect furnishings
<u>Tables and other work surfaces</u>	Clean	Clean

<u>Item of management</u>	<u>Open Department</u>	<u>Close Department</u>
<u>Garbage containers</u>	Make available	Clean and disinfect
<u>Fire hazards</u>	Check for hazards, locate and learn to use extinguishers	Avoid leaving potential hazards
<u>Household pests</u>	Inspect for and campaign against	Take all necessary precautionary measures against

Duties managed by teacher

In addition to these opening- and closing-of-the-department duties cooperatively managed by students and teacher, there are certain closing duties the teacher needs to manage herself. She might check herself on the following.

- * Inventory taken and filed, one copy in the department files and one to the administrator
- * Expenditure records totaled, all bills paid, accounts completed and reports filed at end of year
- * Budget for the year made and filed
- * Library inventory checked
- * New books requisitioned
- * All reports sent to the State office and copies filed in the department
- * Records of Future Homemakers of America and/or other sponsored groups completed and filed at close of year
- * Outline or "blocks" for each course filed
- * Home experience records filed
- * Home visit and conference records completed and filed
- * Record of the year's students, with addresses and location of homes filed
- * Requisition for new materials and equipment filed in department and a copy given to the administrator
- * Record of films ordered for classes filed
- * "Off the record" information left which would be helpful to the new teacher in case you should not return

Often school administration prescribes a certain yearly report form for all teachers and not infrequently duplication of closing-department information consumes many hours of the teacher's time. Hence, the wise teacher-manager will acquaint herself with school policy and devise ways to dovetail the mechanics of preparing department and school records.

Managing department maintenance

"It isn't my job! That's what they hire a janitor for." How often have you heard or even uttered this pronouncement? Just as students and teachers must cooperate to fully manage the department, so must teacher and janitor do some cooperating if department maintenance is to be well done. At most schools there exists a rather vague understanding of what is expected of both of these individuals. Somehow the teacher must ferret out as complete a picture of this arrangement as is humanly possible. Tact and patience combined with a few questions asked carefully of selected school personnel will usually serve to outline the local situation. There are certain facts to remember to apply in all situations.

Remember that janitors are people, that they have a job and generally know how to do it. Their methods do not always coincide with those of the teacher, but any changes desired probably need to be made through face-to-face discussion and in a most frank manner. If this does not seem the best method to employ, then go through the school's recognized "channel system." Truly, there are times when the janitor can be the homemaking teacher's best friend. Cultivate his friendship. In the homemaking department we need it.

Students as helpers

Let's face it! Even with the very best janitor, keeping a homemaking department constantly maintained in apple-pie order requires the best management we can bring to bear. What resources can be used? There is a limited amount of time, less money, some things, and considerable available energy, if it can be channeled in the desired direction.

Probably this "energy" is the best asset. Students, like anyone else, balk at orders, but in a cooperative spirit can be interested in keeping the department clean, neat, and usable. Students who are encouraged to recognize the jobs involved in department maintenance are much more willing to share in the work. Actually, many of these jobs become learning experiences and students derive real and lasting benefits from their housekeeping duties, not to mention a genuine show of pride at being active members of a good housekeeping team. So attack the maintenance jobs with a strong bond of "togetherness." Permit students to list jobs, find satisfactory ways of doing them, and help in the allocation of these duties.

The idea of revolving or rotating duty charts is not new. Still, many fail to utilize this simple and fair system for getting regular chores accomplished. Experience with this technique indicates that it is most successful when the duties are arranged on levels of ability and spread throughout all of the classes. A regular time should be set aside for doing these duties.

The teacher who is fortunate enough to have assistants really has an "ace in the hole" providing she has learned how to delegate responsibilities gracefully and well. Student assistants do not represent door-mats for unwanted jobs but do represent the way for a teacher-manager to capitalize on getting much of the routine of the teaching situation accomplished. At the same time, students will see themselves grow in responsibility, a major aspect of the much desired maturity. Because most teachers could easily discover jobs for students, only a few suggestions for such responsibilities follow:

- * Take attendance and report it on the correct forms
- * Figure grocery orders and place them
- * Take inventory of department supplies
- * Secure materials from the file and re-file them
- * Do some kinds of grading and grade recording
- * Figure department accounts
- * Distribute and store groceries and other supplies
- * Set up demonstrations and assist with the clean-up
- * Assist the classroom teacher in the laboratory class of junior high level
- * Arrange displays and bulletin boards
- * Write pass slips, answer the door and take care of other class interruptions
- * Type and do duplicating work
- * Run the projectors and maintain them in running order
- * Drill classmates

Preventive housekeeping

The teacher-manager and her classes can do much to save time and energy in managing department maintenance by using preventive housekeeping. In the homemaking department, methods, management, equipment, and supplies can be utilized to protect the department areas so that future cleaning is simplified. These preventive measures can make cleaning less exhausting and less time-consuming. Following are some suggestions that may help in managing department maintenance.

- * Decorate with an eye to preventive housekeeping. A knowledge and understanding of materials that resist soil, clean easily, and hide soil represent good choices to requisition

- * Displays behind glass are completely visible and will spare many minutes of tedious dusting. This same idea applies to hutch and china cabinets
- * Gluing strips of felt on lamp and vase bases will protect furniture surfaces from scratches
- * Using the vacuum attachments for dusting not only represents an efficient method for dusting but also permanently captures the dust and does not scatter it
- * End-of-class round-up by the teacher or a student will allow the next class to enter a ship-shape room. The job can be rotated and only a few minutes are required to pick up supplies, arrange books, magazines, etc.
- * Keep dirt, and water spots off floors and furnishings by always having a handy supply of paper towels readily available for immediate use in mopping up spills, drips, and splashes
- * Use and help students learn to use trays for gathering small items when they clean. A cobbler apron can collect many items and save steps for the teacher as she moves about the department
- * Insisting on the installation of a ventilating fan can help in keeping grease and smoke off the walls. Remember though, it is not effective unless we manage to turn it on
- * The short foods laboratory period does not seem to get away so quickly if girls are taught proper dish-soaking techniques and encouraged to employ them
- * Take time to teach time-and-motion studies as they apply to jobs frequently needing to be repeated in the laboratory--washing dishes, cleaning spaces, measuring, dusting, etc.
- * Organize storage so that there is a place for everything and see that everyone knows and uses the places. Labels under cellophane help
- * Experiment with, choose and then use cleaners and waxes that will resist the constant grease, food, and finger stains of a busy laboratory
- * Avoid the "all-lab-hour" cleaning sprees by doing light cleaning, and quick pick-ups as a regular part of each laboratory lesson
- * Organize cleaning jobs by doing first things first to save re-doing them
- * A general storage box or tray for collecting odd items throughout the day will make short work of the end-of-day put-away chores
- * Store the department's better seldom-used silver in saran, foil, or tarnish-resistant cloth for always ready use and beauty

- * Divide big jobs--for example, assign sections of the unit kitchens to different classes for periodic house-cleaning
- * Be a constant detective to see that screens fit closely, that rodents cannot find entrances and that heat sources are clean; such sleuthing will pay big dividends in preventive housekeeping
- * Box and label your teaching aids and props, then sort periodically so those used with current units are up-front and handy--those that have been used are underneath, behind and high. A file care system could be devised to simplify the sorting so that even a student could do it
- * If you do not already have a lazy-susan type of rack for storage of students' aprons, visit the shop department and encourage the making of this simple but very useful storage helper. Its use seems much easier than having to pull out a hanger
- * Small wastebaskets, easily made from sturdy boxes or gallon ice cream or cottage cheese cartons, placed on clothing laboratory tables and number ten cans placed beneath sinks make handy step savers for laboratory periods. Group members can rotate the responsibility for putting out and emptying such containers
- * A pleasant-smelling, popular, pastel cake of hand soap in each unit kitchen encourages clean hands among small cooks
- * A sponge beneath sinks in each unit kitchen helps girls wipe up spills and saves on improper towel and dish cloth use
- * Hard water in the laboratory? Keep detergents and make a suds to swish the sinks, dry lightly to prevent rust and rings. Plead for the need of water-softening system
- * A colorful, inexpensive dishpan or bucket will corral all your odd cleaning supplies and sponges neatly. It is an ideal home for wet things with no rusting!
- * No needless treks to utility closet if separate sets of cleaners are stored in each kitchen unit
- * Encourage the janitor to favor the floor with a water-resistant protective coat of wax. It aids in wipe-ups, prevents spots
- * Class librarians or laboratory assistants can quickly be taught the filing system and a spindle with date and list of materials needed could save the teacher endless moments in getting and re-filing materials
- * A row of low baskets--two for each class--make for neat efficient handling of student papers. Label one of each set "hand-in" and the other "return." Student assistants can collect and pass back materials
- * Keep a repair drawer or box with all sorts of do-it-yourself materials--screw driver, hammer, glue, needles, thread, tape, tacks, etc.--a stitch or tack in time does prevent a big job later

This brief discussion points up the detailed job of maintenance that faces the teacher-manager. Through the management of time, money, things, and most of all through cooperative use of energy and ideas, the job becomes not only possible, but can also provide learning experiences for students.

Managing department business

You are the master of the business you represent. Will it help or hinder you? Whoever said that line about being a "Jack of all trades" must have had an eye on the home economics teacher for they certainly are busy people. If, however, they are to be masters of their many trades, they simply cannot shirk the business aspects involved in the management of the homemaking department. In the last issue of the Illinois Teacher it was pointed out that some newer departments were being built with a teacher office or even several offices--one for each teacher in the department. Such planning indicates the recognition by administrators of the home economics teacher's need for such an area.

Running a homemaking department smoothly involves big business in at least variety and amounts. The teacher-manager must use a multiplicity of materials and teaching aids. Many letters are received and replies or requests are in order. Probably, excluding the library and the administrative offices, no other department in the school has more materials collected in a functioning file. Part of the home economics job is involved in record keeping and home economists report reams of information. In addition to all of this, by the very nature of the area, reference libraries take up many shelves with their store of different kinds of books.

Since the home economics department represents quite an out-lay of money, the teacher-manager feels an extra responsibility toward keeping a working budget for it represents the key to present as well as future successful operation. On the basis of what the budget indicates, additional purchases need to be made and this department assumes the responsibility for managing throughout the school year considerable sums of money. Obviously, the teacher-manager does require space for doing these several activities, and if she is to also teach, there needs to be some systematized management of the business aspects of the homemaking department.

Because the home economics teacher's business training tends to be incidental rather than planned, she needs to view this area with a critical eye aimed at detecting and adopting for her personal use those techniques and practices from the business area which can aid her most. One direction upon which to focus attention is that of effective use of time to be used in the teacher-manager's business endeavors. Some points in this respect to remember might be:

- * Develop a system for routine business tasks
- * Simplify and combine operations as much as possible
- * Do mental work when you are at your best and not fatigued
- * Develop the needed basic skills or techniques to carry on the business of the department

- * Take care of business tasks promptly
- * Make all records clear, legible, and dated

A staggering amount of reading material is routed to homemaking teachers. The character of this mail covers a wide range, but the busy teacher must read all communications as soon as possible after receiving them. From experience, the teacher learns to sort material that is to be read carefully, studied, scanned, deferred or ignored. One of these treatments should be accorded every communication within twenty-four hours. It is the teacher's business to read all material which comes to her department, regardless of who delivers it or the route by which it arrives.

Letters for instance, require answers. The nature of the letter dictates the kind of answer. Regardless of the purpose, length and content of a letter, several practices should be followed:

- * Use stationery that represents you. It is assumed that scratch paper, torn notebook paper and the like are not the way you want to be represented
- * Be sure to date all correspondence and include your address. These are necessary courtesies and information for those who receive your letters
- * Use your full legal signature. Reserve nicknames for informal, friendly letters--they have no place in business
- * Direct your letters to a particular individual if you possibly can

Records and reports

These are not the same in all schools, but those of the homemaking teacher are quite similar, regardless of where she is stationed. A few pointers on what the teacher-manager should know about keeping instructional records and reports may serve to set some limits for this activity. Shirley Miller, a homemaking teacher in Illinois suggests:

- * Know the policy of keeping records and reports in your school and your department
- * Set up a plan for keeping records and making reports by
 - finding out requirements
 - planning other records and reports
 - arranging for securing and keeping the data
 - planning for a time to make the reports
- * Keep a current student record that includes a class book for taking roll, test scores, and a final grade for term or year
- * Keep a cumulative record of pertinent information on each student taking home economics

- * Keep summary statements of the work of each unit to show the degree to which the goals have been reached
- * Develop and use inventory forms that can be used for several years
- * Make an annual report to summarize and evaluate the year's work
- * Remember to make duplicate copies and file for easy reference
- * Keep a record of all evaluative devices for future re-use
- * Keep a record of expenditures for each unit of work and for the department as a whole
- * Keep a record of the FHA program of work and reports, and information on any other out-of-class activity for which you are responsible

The importance of filling in reports and records is realized when their value is considered. An accurate and constructive report can provide a foundation for meaningful learning activities. Sloppy habits have no place in keeping records and making reports. Laura Ellenwood in her article, "Your Business Rating," offers the following suggestions for teacher-managers to check on:

- * Date records and reports
- * Attach proper signature or signatures
- * Give all information requested
- * Provide exact information
- * Make all types of documents legible and neat
- * Be specific in what is included

The filing and library duties

These duties of the teacher-manager are a challenge to a teacher's managerial abilities. To attack this job requires business acumen and does pose problems--even for the better teacher-managers. Homemaking education is close to everyday living and has tremendous consumption potential. Many of the teaching aids offered are from commercial organizations and have been well done. They make worthy contributions to the school when they are placed in the proper educational setting. Their proper placement is the business of the teacher-manager.

The teacher's business regarding the wealth of commercial materials is complicated. A few suggestions for discrimination in the selection and use of such materials follow:

- * Order only those materials which can be made an integral part of your planned program
- * Estimate needs and avoid having to store surpluses

- * Provide adequate and accessible storage space
- * Label materials plainly
- * Regularly discard old, useless materials

In addition to commercial aids, every homemaking teacher has other extensive teaching aids such as charts, posters, films, bulletin boards, film strips, exhibits, books, etc. Remember you'll use time well if you spend time to organize, label, arrange, and use or discard this part of your business. All materials will ultimately be destined for one of three places--files, storage spaces, or the wastebasket. Develop a classifying system for filing so that material can easily be found by those who need it. Do not fail to provide an index for the file and storage system as this will save time, energy, and blood pressure.

Because most homemaking teachers have a flair for hoarding, a few words on discarding materials seem appropriate when discussing the business management of the department. Usually three years is long enough to hold correspondence. Books also become out-dated and really need to be rooted from their spots on the shelves. It is necessary to be very brave and start throwing away those materials which are not being used. From Whitenack and O'Melias, "Weeding the Library," come these suggestions on what to discard.

- * Books in poor physical condition
- * Books that are out-dated as to content
- * Books that have not circulated in five years

And this is how to do it

- * Begin in the section that needs new material or is overcrowded
- * Establish a system for discarding
- * Examine books one by one
- * Tear the discarded books to prevent their being used again and dispose of them
- * Change the book inventory to show the discards

Budgets and purchasing

Modern business considers present requirements and future expansion when budgets are planned. Schools are "modern business" and to function and prosper, the homemaking department as a part of that modern business needs a well-planned budget. No definite budget amounts, nor "formulas," can be given but questions to consider in planning for a specific school might be:

- * How many pupils are enrolled in homemaking classes?

- * How often and how long do classes meet?
- * What proportion of time will be devoted to each area of homemaking?
- * Is the program for junior or senior high school or both?
- * What are the physical conditions and arrangements of the department?
- * What items are to be included in the department budget?
- * Where will be money be spent?

The amount of the budget is usually determined by two methods--(1) per student cost based on a specified amount of money per year for each pupil or (2) study of cost method made by keeping an accurate record of actual costs for several years and collecting information on budgets from other schools. Probably a combination of these methods would serve both the novice and experienced teacher-manager as well.

Once the local budget is determined, it is spent in two ways--present and future. In order for the budget to cover the cost of expendable supplies, the expendable supply list made and submitted by the teacher should cover each area taught with an allotted proportionate share of the total fund. An accurate record of past expenditures is extremely helpful in this process.

A long-time plan which considers the continued upkeep, development and expansion of the department is just as important as the expendable present budget plan. It is wise for the teacher and students with the help of supervisors and administrators to maintain a three-to-five-year plan. Such a plan promotes good business relationships and allows for stability in the yearly budget requests. It distributes cost more evenly over a period of years. Repair and replacement can be made continuously so that uniform department upkeep is possible.

Detailed suggestions on budgeting, record-keeping, filing, keeping up with equipment, calendars on school activities, etc. are provided in Vol. II, No. 9 which can be secured for fifty cents per copy. This issue also includes suggestions on the selection of books, bulletins, and magazines, efficient ordering of these on the basis of certain criteria, and ideas on their effective use. The contents of Vol. II, No. 9, therefore, are not duplicated in this issue.

Once the department has a budget and a system for keeping account of the expenditures, there follows the need for spending it. One of the goals of homemaking education is the management of resources and this includes money. Some of the most worth-while learning experiences in this area are provided when students participate in the spending of homemaking department budgets. Some practices which have been found to be satisfying to experienced teacher-managers are:

- * Use charge accounts for ease in daily purchasing and for teaching this method for spending

- * Provide as much flexibility as possible in school buying procedures
- * Plan for a petty cash fund for economy and freedom in buying

Just how the teacher-manager provides the initiative necessary to obtain an adequate homemaking budget to facilitate better teaching will vary, for each school situation has unique problems each year. Nevertheless, it is the business of the teacher-manager to provide the best possible environment for the teaching of homemaking, and a budget and wise expenditures are the keys that open one door to successful management.

Management of human relationships

"Man is a strange creation, as reflective and brilliantly turned as a diamond. How, then, shall men get along?"

There are classes in poetry appreciation and music appreciation and art appreciation. Perhaps there ought to be classes in "people appreciation." If teachers are to have good relationships with others--school personnel, students, and community folk--they must appreciate and understand other people. This, too, is a major management problem of the teacher. There are no classes in people appreciation but there are some tried and true suggestions which just may help the teacher manage this aspect of her situation. So try--

- * Speaking approvingly of the school and its administration, but avoiding public talk involving specific personalities
- * Patronizing the local community establishments
- * Speaking approvingly of the community and supporting school and community activities
- * Interpreting your school to the community as a positive ambassador
- * Conforming to local standards in dress and in general social behavior
- * Giving credit to your administration, your co-workers, and your students whenever you can
- * Cooperating with others instead of always expecting their cooperation with you
- * Discussing problems only with those persons along the channel system who are in a position to help solve the problems
- * Going through the proper channels for all needed supplies and permission
- * Being prompt in producing all that you are expected to produce
- * Being warmly human and generous, even though at times you seem to be imposed upon

In the recent issue on "Innovations in Space and Facilities," the point was made that no individual teacher, except in a few schools, can any longer think of a laboratory or a classroom as "hers." This fact can prove disconcerting to a person accustomed to freedom to use space at her own discretion. To avoid friction with colleagues, probably the wisest strategy is to get on paper the necessary policy statements which all teachers using a given space formulate and agree upon before the opening of school.

By now it should be clear that the teacher-manager must first know something of the basic needs of individuals, and then she needs to create for herself those conditions which will insure good human relationships. Through continued, constant effort she can interpret, distinguish, and enjoy those human beings with whom she works.

Managing Teaching Procedures

It does not require prolonged cogitation to conclude that our opportunities for progress, success, and service are only limited by the perspective of our aspirations and desires to pursue avenues of opportunity which are freely open to teachers of management everywhere. It is our incumbent duty ever to keep the principles of good management before us and with us in precept and example in everything we do--personal management, management of the homemaking department, and managing our teaching procedures. We need to develop an "esprit de corps" through fellowship, service, and teaching that individually and collectively will be good management in action for all who view our activities.

Some specific suggestions that seem worth keeping in mind

- * When managing our teaching procedures we should remember that many learning activities are necessary accompaniments of doing activities if pupils are to learn by doing and not just do. Plan these learning activities and estimate the time they may take
- * Time-consuming activities which are essential to learning may be spread over two or three consecutive days when necessary. For example, a field trip may consume three periods.
 - First day - plan the trip and get clearly in mind the learnings to be achieved
 - Second day - take the trip, recording observations in terms of learnings expected
 - Third day - summarize, draw conclusions, generalize learnings
- * Keep in mind the equipment available and guide the making of plans accordingly. For example, if there are twenty pupils in the class and only two unit kitchens, only four or six pupils can prepare food in any one class period and the other pupils must plan to do other things such as plan meals, work out costs of meals prepared, do motion-and-time studies, etc. at that time
- * If there is only one bed in the department, only one or two pupils can practice "making it" at a time, so other pupils will need to practice other skills while they wait their turns, such as take pulse, take temperature, arrange an invalid's tray, get acquainted with sick room equipment, practice filling a hot water bottle, etc.

- * Keep in mind the time available and guide the making of plans for teaching accordingly. Garments requiring time-consuming processes should not be made in class. Some foods cannot be used in class, e.g. prepared meals if they require much time or cannot be prepared "the day before." Only the simplest meal can be prepared, eaten, and cleaned up in sixty minutes. An average meal may require two or more days in preparation. If several courses are necessary in a certain meal, one course may be prepared and served one day, the next the following day, etc.
- * Students should not be late to other classes, or miss their activities, or stay after school, or come early, or use a study period to "finish" laboratory work. If, after spending time and thought in setting up a reasonable schedule for a food preparation lesson, students thoughtlessly dawdle over conversation at the table, the teacher has negated her management teaching unless she insists that, food eaten or not eaten, cleaning operations start promptly according to the time schedule planned. A repetition of this self-disciplinary procedure is unlikely
- * Distinguish between major and minor objectives and plan accordingly. For example, in the light of modern conveniences and the large variety of ready prepared and partially prepared foods, preparation may be reduced to a minimum when service is the focus of study. When preparation of food is the center of interest, service may be eliminated or postponed until the following day. If it is necessary to develop speed in certain routine procedures such as dishwashing, a lesson may be devoted to this alone
- * Try to schedule certain activities on days of the week especially appropriate for them and avoid inappropriate days for certain other activities. For example, encourage home practice reports on Mondays which follow the days when students have time to practice at home. Complete score cards, inventory forms, and demonstrations of their use on Fridays, just previous to the time students can use them at home. Avoid field trips on Monday or Friday since they need to come in the middle of a three-day sequence in order to be preceded by a get-ready lesson and followed by a discussion lesson. Avoid food preparation lessons in periods following assembly programs since such programs often "run over" into the next period
- * Revise schedules every day if necessary. Rarely can a teacher judge exactly how long it will take a class or an individual to complete a job. So the good teacher must keep changing her schedule of lessons as the needs of her students change and as events beyond her control alter circumstances
- * Keep in mind, or on paper in a convenient place, a variety of suggestions for interesting and educationally worthwhile activities which can be used in emergencies. Just as a good housekeeper keeps an emergency shelf well stocked with food so that she is always ready for unexpected guests, a good homemaking teacher keeps on hand a good supply of suggestions for class activities and individual activities

for use when an unexpected situation reduces a class period to a few minutes or prevents an individual from participating in the scheduled activity. Students may help to accumulate a list of suggestions for emergency activities, and thus may be encouraged to feel responsible for using every minute of school time in a profitable way. Such a list might include activities such as the following:

- Plan a work schedule for home activities for the weekend
- Bring personal expense accounts and departmental accounts up to date
- Take inventory of the staple groceries and list basic supplies needed
- Do Red Cross or similar sewing
- Plan menu for family supper and make market order
- Inspect signs and labels and replace soiled or torn ones in the department
- Contribute to a set of food models by cutting out suitable pictures and mounting them
- Hunt in current magazines for an interesting article on some phase of class work now being studied. Share with teacher and/or class

New management problems introduced when machines are used

Machines in the classroom are to be used to supplement the instructor's teaching, not to supplant the teacher as was once feared. Nevertheless, fine as they may be, they do add still more "things" to keep track of and to keep in good working order.

It is a curious fact that pioneer efforts to develop machine aids in home economics seem to begin with the simplest elements in clothing construction. For example, have you read the article by Mrs. Ethelwyn Cornelius on "Machine Aids the Homemaking Teacher" in Journal of Home Economics, December, 1961? In it she describes experiments in Ithaca, New York classes. Recorded directions on stay stitching, hem construction, neckline finishes, skirt headbands, and sleeves with gussets were put permanently on tape. These supplemented the step-by-step illustrative material of actual fabric, mounted on flip chart pages and co-ordinated with the machine's recording but probably already on hand. Mrs. Cornelius reports that individuals, who fail to gain adequate help from the teacher's one demonstration, with earphones and the flip chart can reteach themselves.

She tells of "one pupil of low ability who had to repeat the recording four times before she could accomplish the particular construction technique on her own." To be sure, a lot of preparation time is necessary in recording these tapes but think of all the time and effort saved thereafter! A few schools, facing realistically the extra help needed by slow learners, have found the funds to pay for class periods two hours in length instead of the usual sixty minutes that average students require. Even so, teachers report that they have to hurry from one person to another, repeating different directions because of slow learners' inability to use illustrative materials independently. Wouldn't it be interesting to prepare one or more tapes to supplement some step-by-step illustrative materials that you have discovered slow learners are unable to use alone?

May we suggest another possibility of co-ordinating recorded directions with film strips to compare the relative effectiveness of tangible illustrative materials of cloth with excellent colored photographs in a step-by-step sequence. To do this, your school will need to purchase for \$10.00 a boxed set of the following aids covering "Fashion Sewing the Bishop Way."

<u>Film strips in color</u>	<u>33 1/3 L.P. records</u>
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- | | | |
|-----|---|-----|
| I |Basic Learnings..... | I |
| II |How to Make a Simple Skirt and Blouse..... | II |
| III |Cutting to Fit and Fitting..... | III |
| IV |How to Make a Dress with a Quality Look..... | IV |

A manual completes this set. It may be purchased from TFI Training Films, Inc., 150 West 54th Street, New York 19, New York.

One young home economist, questioning her future ability to "manage" instruction with teaching machines unless she understood how programing was done, decided she would set up a sequence of questions and answers on cutting out a simple first garment of cotton. In spite of the fact that general principles on semantics and pyramiding of ideas had supposedly been learned in a class on the psychology of learning, she found the task almost overwhelming. Doggedly she persisted, using her husband for her try-outs since he was totally unversed in clothing construction. Over and over again he was halted by some bit of knowledge that she had unconsciously taken for granted but that he had never happened to learn.

This experience has convinced her that every minute spent on these very time-consuming try-outs has been worthwhile to her as a teacher-manager. She believes that other home economists would agree if only they would do some experimenting with their students as well as their husbands or boy friends! She reports that she has grown in awareness of the importance of order and system, of specificity and precision. She is eagerly anticipating using teaching machines with students, but with the programs prepared by others! In the meantime, she is trying to so manage her questions in class that they at least approach the characteristics of more formally programed learning.

Able technicians are inventing and putting on the market so many new types of recorders, projectors, and teaching machines that one is no longer surprised to meet in school corridors student-manned carts, loaded with machines, film strips, slides, records, tapes, and variously duplicated instructional materials and bound for different classrooms. Sooner or later home economics will have available programed texts so students can learn at their own rate. Television and radio lessons in homemaking and family living will become more directly useful in our classes. The forward-looking home-making teacher will manage all these resources to the best advantage of her classes. Schedules of all sorts will assume increasing importance. It is evident that such new teaching procedures will require a different concept of the word "teacher" and demand good management techniques to a degree never before known!

Experimentation with "Boxed Lessons"

For the teacher-manager in this technological age, ready-to-go lessons are a MUST! For that matter, they improve the management of teaching in any age.

In previous issues on planning space and facilities in the homemaking department, storage space for ready-to-use bulletin boards and mounted illustrative materials was given careful attention. Such space has usually been planned on the assumption that instructional materials are always two-dimensional.

That, as you know, is not true. What is the most efficient way to store the three-dimensional articles that are essential for teaching occasional lessons? We have been experimenting with the use of boxes carefully labeled and stored on shelves that make them readily accessible. Boxes used in a given unit are, of course, stored together.

How does a teacher determine which lessons are most appropriately "boxed?"

Make a leisurely survey of your entire department with paper and pencil in hand. As you look, perhaps the first question to ask yourself may be, "How long has it been since I saw that, to say nothing of using it?" Some architects exclaim in despair, "There's no such thing as giving a home economics teacher as much storage space as she thinks she needs!" Discarding is a painful process to most women! But it is going to become more and more fashionable as times--and education--change from year to year! So make room for the new as you go along in your survey.

Next jot down a list of all three-dimensional illustrative materials and examples of articles--fabrics, foods, toys, equipment, supplies, etc.--that you use in classroom demonstrations, experiments, practical tests, and other forms of instruction. Articles that obviously belong in the same teaching unit may be discovered in several places, rather than together. Assembling likes with likes may well be your first order of business.

Now sit down and organize on paper those teaching lessons that require these hard-to-store articles. For example, you finally collect a surprisingly complete assortment of samples of floor coverings in a wide price range. If you are like most of us, you find that, scattered and unorganized, many of these have escaped your attention of late! But how many of these samples are really required? Ask yourself for an honest answer to the following questions, then act accordingly.

- * Considering the ability levels and probable future life of your students, the community mores and family practices, the length of time available for study of home economics, should this lesson be taught at all?
- * What samples might be appropriate for group study, which for individual projects?
- * What samples are unsuitable for today's teaching--out-of-style, beyond the usual student's pocketbook, made of fibers or materials that have been recently greatly improved or dropped from the market, impractical in terms of care required?
- * If teaching content must be delimited in order to attain mastery of basic learnings, which samples represent these minimum essentials?

Such probing into your philosophy and your curriculum may materially reduce your storage demands and increase your effectiveness as a teacher-manager.

What goes into a typical "box?"

To give our readers specific help on putting this new idea of "boxed lessons" into action, we are including several actual inventories of what one teacher has in selected boxes. To make these examples meaningful and to broaden your concept of boxed lessons for greater flexibility in your own use, we are first presenting details of the general organization.

Before we proceed further, perhaps it would be well to clarify one frequent misconception. For far too long, a "lesson" has been assumed to be one class meeting in length. If students at the high school level are to attain mastery, practically every "lesson" worthy of secondary study and credit requires two or more class meetings in today's fifty-minute schedules. Perhaps the term "teaching unit" would be preferable to use, providing the distinction was clear between this and a "curriculum" unit.

Following is the form of inventory found most generally useful for all kinds of boxed lessons.

Identification

Area of homemaking
Grade level
Curriculum unit
Teaching unit

List of illustrative materials in box

Objectives of teaching unit

Assignment

Suggestions for teaching

Suggestions for evaluation

Class time required

Estimated before teaching
Recorded after each time taught

These inventory forms may be dittoed and kept always available. Naturally, ample space will need to be provided for notations made at various times. The examples that appear later will give you some idea of how the space required will differ for the various parts of the inventory. The back of an inventory sheet may be used for recording additions, substitutions and other desired changes. An inventory sheet should be kept stored on top of all instructional materials in a box in order to be readily available. With such a record, students can "check in" and replace the materials after use. Since only a minute is needed to get out the supplies in a box, teachers usually prefer to assume this responsibility in order that evaluation devices may be protected "from students" eyes until ready for use.

How are boxed lessons accumulated?

Experienced teachers have long supplemented their everyday teaching by making some types of teaching materials. The boxed lesson is just one more such creative approach to better teaching. It might be said that the development of boxed lessons is the simple bringing together of some of the best creative endeavors of the past with perhaps a sprinkle of some new ideas and the inclusion of many regularly used teaching media for good management.

A person who plans a boxed lesson decides what to use and how to show it over a considerable period of time. Some teachers keep a box for ideas and clip and carry possibilities to it continuously. Then, as they do such brain-less consuming jobs as the dishes and bath tub scrubbing, they mentally fit pieces and ideas together. This helps them to use what they have to the best advantage. Such pre-planning cuts down on the actual preparation time.

Those parts of the boxed lesson which take the form of display must show the basic structure of an idea. The forms used require simplicity and the details must be quickly and easily comprehensible. The teacher-manager must separate, select, and organize the several elements of an idea that is to be shown. Always take care to see that the display still tells the truth. The use of planned design is also important. Such elements of design as line and color must be used to help the viewer logically follow the ideas through the medium used.

What are advantages of boxed lessons?

Boxed lessons help in unit planning as they promote thinking before you teach and so organize that thinking. The completeness of planning is quite apt to set the stage for a "spectacular" in good learning. Preparation requires a diligent search for best materials. Boxed lessons have the advantage of pigeon-holing that material for future use as well as providing a suitable place to add new related materials. For example, one teacher said she currently did not have a piece of duralite in her cutlery lesson; but now that she sees a clear need for its inclusion, she will be on its quest.

When school is located miles from community resources, as many new consolidations are, the use of well-chosen models and samples tucked away into boxed lessons ~~does~~ help to narrow the gap in a concrete way between the written work and the actual thing it describes. When field trips are on the hard-to-include list of experiences, boxed lessons may provide a good substitute with the advantage of remaining always available. Nor is the cost of purchasing a good collection of examples likely to be any greater than the cost of a field trip in a school bus.

Boxed lessons further seem to help in defining more definitely the limits of a unit and are a great aid in the development of scope and sequence within any given area. It is reasonable to assume that, while boxed lessons need to be designed for a given level and a special lesson within a particular unit, they may contain parts which can be used well at another level. For example, you may use your series of sample cans first as a demonstration with junior high school classes when they are learning initial marketing management in their unit on helping with family meals. But these same sample cans may be

boxed for a more detailed and advanced study by the tenth grade in the curriculum unit on marketing for foods. Such earlier use will not "steal thunder" from the advanced lesson, but does help to unify and strengthen the total pattern of learning.

For the most part, however, students accuse teachers of using the same illustrative material in too many lessons. Who hasn't heard a chorus of "We've seen that before!" when presenting some material? To be sure, the students may need the repetition for learning, but their motivation is greatly enhanced if the same ideas appear in a different form.

Integration fostered through boxed lessons

Both vertical and horizontal integration within teaching units, curriculum units, and the grade levels are important to achieve. However, the line between what should go in one unit and what should go in another is often indistinct. Preparing boxed lessons is a little like "laying all the cards on the table." Integration naturally becomes easier to visualize.

For example, let us suppose that you collect all the illustrative materials in the department that relate to a study of children's play. For the eighth grade curriculum unit on "Baby Sitting" you might box the toys that would prove most inexpensive and commonly found in the homes of young parents in the community, even including some appropriate discarded piece of equipment from the school's foods laboratory. Such articles might offer adequate stimulation to youngsters attempting to formulate guides by which suitability to different age levels could be determined.

On the other hand, where tenth grade students are studying the several types of learning gained through toys, based on science principles from physiology, child development, and psychology, a balanced collection to illustrate all these types would be needed. In fact, a poster or bulletin board labeled "Toys for Tots" might show a sketch of a kitchen scale and be placed over a table on which are displayed this collection of real toys. The challenging caption on the bulletin board might be "Which of These Toys Will Provide for Balanced Learning through Balanced Play?"

Examples of Boxed Lessons in One Homemaking Department

In short, "Boxed Lessons," as the name suggests, consist of all the materials required for the complete teaching of a single, unified, carefully planned teaching unit. Not only are they efficient to use when three-dimensional materials are required, but also they save dashing around to collect copies of dittoed tests, study guides, class secretaries' notes on facts and basic concepts formulated during class summaries and copied from the chalkboard, and the teacher's own record of changes in the plan as used from time to time.

In no sense are the following examples to be considered as "models." For instance, these were prepared for class meetings of fifty-five minutes; your class period may be longer or shorter. The number of students, their ability levels, the library facilities, the grade allocation, and many other factors might well suggest changes in specifics. Undoubtedly many changes will be made by the writers as time moves on. But our experimentation has

convinced us that this technique definitely increases efficiency in teaching procedures and merits a try-out by every teacher. We know even college teachers who have found the plan helpful! Do study the inventories on the following pages for your own possible experimentation.

Lessons on Small Equipment

Identification

Area of Homemaking: Foods
 Level: Grade seven or eight
 Curriculum unit: The kitchen as a workshop
 Teaching unit: Learning about the kitchen's small equipment

Illustrative materials

Bulletin board on equipment (See photograph 1)
 One each of small equipment used in the foods laboratory

Objectives of lessons

To learn the correct names of small utensils
 To recognize for what each piece of equipment is used
 To memorize where each piece of equipment is stored

Assignment

McDermott and Nicholas, Homemaking for Teen-Agers, Book 1, pages 177-179
 Jones and Burnham, Junior Homemaking, pages 190-197

Suggestions for teaching

Interest approach--"Aunt Ella Says" bulletin board

Supervised study of assignment, using guide sheets from the box and requiring written answers to questions on these sheets

Give students paper and pencil. Ask them to number two columns. One column is for recording the name of the utensil, the second is for recording its use. Let students grade and correct their own papers, marking each error with colored crayon and writing beside the error the correct answer. Request students to drill themselves until they know every point.

Give each family group a list and location-chart of the small equipment stored in a unit kitchen. After study of these in the kitchens, ask them to remove every utensil, then time themselves in replacing. Check accuracy of placement and time consumed and repeat until a reasonable level of competence has been attained by each group.

Introduce a potato race to help students understand differences resulting from the best choice of a utensil. Provide three student volunteers with similar potatoes but three very different knives. Class observes the three girls peel their potato, then draws conclusions.

Suggestions for evaluation

Give "Kitchen Sense Quiz." Correct in class, reteach if necessary.

Have each girl demonstrate in pantomime without a real utensil the safe and skillful handling of a variety of small equipment. Other students name the utensil supposedly being used and record strengths and weaknesses in its use. Ask students to turn in their papers for grading.

Time required

Estimate: three days

Another Version of an "Aunt Ella Says" Bulletin Board

The purpose of this version, as slightly different from photograph 1, is to serve as a reminder to students in a beginning foods class after the lesson on small equipment. Because the content is developed from review, this bulletin board may well be prepared by one or more of the faster students. They may also make it their responsibility to identify the small equipment least well known, and use these on the bulletin board.



Suggestions for construction of this bulletin board

Use black flannel cut to fit over the entire surface of a permanent board.

Use glossy black pre-cut letters with an adhesive backing. With a warm iron press these permanently onto a section of aqua synthetic toweling cut with pinking shears to the shape shown. Title will then roll for easy storage.

Construct "Aunt Ella" as a pot holder with a gay applique hat, big rolling eyes, and a smiling mouth.

Fasten pieces of equipment to board. These are utensils taken from a little girl's dime-store cooking kit, for the most part, in order to keep proportions satisfactory. These pieces may be changed, as need dictates.

Lessons on Soaps and DetergentsIdentification

Area of Homemaking: Management

Level: Grade nine

Curriculum unit: Management of laundry problems

Teaching unit: Soaps and detergents; characteristics and choice for use

Illustrative materials

Bulletin board on soaps and detergents (See photograph 11)

Samples of soaps, detergents, empty cartons for analysis of information on containers, empty jars with covers for experiments, commercial hand-outs and slides

Objectives of lessons

To recognize differences between soaps and detergents

To understand scientific facts and principles involved in the chemistry of laundering, using soaps and detergents

To perceive how one product may be a better choice than another for successful laundering in a given situation

Assignment

Starr, Management for Better Living - pages 168-200

McDermott and Nicholas, Homemaking for Teen-Agers, Book 11 - pages 170-202

Fitzsimmons and White, Management for You - pages 247-284

Folders of commercial materials for all, plus additional publications for the background necessary for a few special reports

Suggestions for teaching

Interest approach--introduce as coming attraction the bulletin board, "Wash It--Bright, White, Right."

Assign for outside reading one of the three references listed, adapting difficulty of content to ability level of individual students. Also, ask students, after reading their assignment, to listen to some TV advertisement or find one in a magazine, and write an analysis of it in terms of information learned from readings. Let volunteers among the faster students select special projects for which folders of materials are ready.

Next day show slides "Our Modern Washday" provided by Procter and Gamble Company. Summarize with class facts and basic concepts essential for everyone to know.

Carry out an experimental demonstration to let students discover for themselves some scientific "cause and effect" relationships. Students write up experiments according to a familiar outline for such reports.

Include special reports on the history of soaps, the manufacture of cleansers, and other topics selected by students as each becomes ready to make her presentation. To increase the value of these reports for all class members, even bright students may need some individual guidance in selecting the truly pertinent and meaningful facts from their reading.

Supervise study of class as they try to "pull together" minimum essentials from all their readings and class notes. Ask each student to prepare three review or thought questions for a question box, write what she thinks are the best possible answers, and sign her name.

Select from questions contributed those apparently worthwhile for mastery. Lead discussion by calling on the writer of a question to give her answer, then let group supplement, clarify, and summarize.

Suggestions for evaluation

Grade with a score card analysis of advertisements turned in by students.
 Grade with a score card reports on experiments
 Give a pencil-and-paper objective test on minimum essentials of content
 Use check list to evaluate and record worth of special reports

Time required

Estimate: a week or more
 Actual time used: five days

Children's Books

Identification

Area of homemaking: Child development
 Level: Grade ten
 Curriculum unit: Toys and related materials to use with children
 Teaching unit: Selection and use of children's books

Illustrative materials



Photograph I



Photograph II



Photograph III



Photograph IV

- A home-made story telling bulletin board to introduce lessons (see photograph III)
- A "story animal" to stimulate creativity in "making up" stories by faster students
- A wide variety of children's inexpensive but worthwhile story books suited to different ages and uses

Objectives

- To realize the many kinds of books available
- To understand the techniques for reading or telling stories
- To know which book to use for a certain age and use

Assignment

Goodspeed, Mason and Woods, Child Care and Guidance - pages 201-204, and page 240

Suggestions for teaching

Interest approach--Read or tell a short part of a child's story that the home-made story telling bulletin board illustrates.

Make assignments in the class reference for outside reading. Also, ask students to bring a child's book. Explain that in class each will have an opportunity to read from her book, and that both the selection of the story and the presentation will be discussed cooperatively, hence a choice should be made at home and perhaps even some practicing done beforehand.

After some supervised study on the reference reading for the purpose of identifying criteria, have small groups prepare score cards for story reading. Later compare results as a total group and adapt the best points into one score card for later use in class. If some student cannot locate a book, one may be provided from the library for her use.

Each girl reads a story and describes the hypothetical situation, including age and sex of child, learnings expected from the experience.

Have volunteers present interesting variations in the ways of story telling other than the usual reading. Keep demonstrations short.

Assign the home practice of each girl offering a story to a small child, then writing up the experience in terms of what she has learned in class.

Suggestions for evaluation

Administer a practical test on book selection for different situations, using the collection of books in the box which have not been seen earlier. Grade individual presentations, using class score card but recording results of your scoring.
Use a check list to evaluate the reports on home practice.

Time required

Estimate: Three days or longer. If class is large, story reading and telling will take more time.

Labels and Their LogicIdentification

Area of homemaking: Consumer Education

Level: Grade Eleven

Curriculum unit: The purchase of ready-made clothing and household textiles

Teaching unit: How labels help the consumer to shop more wisely

Illustrative materials

A bulletin board made from a colored picture with an actual label superimposed upon it (See photograph IV)

A collection of different cotton blouses, slips and wash cloths, and labels from all sorts of consumer goods related to the curriculum unit

Objectives

To understand the purpose and values of labeling

To recognize what constitutes a good label

To be able to use labels wisely when shopping

Assignment

Harris, Tate and Anders, Everyday Living - pages 308-330

Oerke, Dress - pages 216-231 and 256-257

Suggestions for teaching

Interest approach - tell an interesting anecdote supporting the message of the bulletin board.

Supervise study of the reading assignments. Expect girls to identify for themselves essential facts and principles, but give the less able some guidance as the need arises. Have all students take notes on their reading.

Have class secretary write on chalkboard as students name the essential characteristics of a good label from the background of their reading and experience in shopping. Organize into a score card for grading labels.

Have students make as many numbers on a sheet of paper as the samples of actual labels in the box. Students score each numbered label as they are passed around in class. Collect papers, tabulate scores, and discuss reasons for marked differences in range.

Put on a sample "shopping spree," having students role play the parts of clerks and customers and using the variety of merchandise in the boxed collection. Discuss each buying situation constructively.

Suggestions for evaluation

Pencil-and-paper essay test -

1. Justify the government requiring a label on every piece of consumer goods.
2. Reproduce from memory the score card used in class.
3. Score the four labels duplicated on this test by means of this score card.
4. Describe a good label for a cotton blouse and explain the three main ways you would use this label in purchasing such a blouse for yourself.

Time required

Estimate: Three days or longer depending upon the ability of the group

Managing the "care and feeding" of boxed lessons

When some Illinois teachers in a summer school heard about the experimentation going on at Purdue University, they were overwhelmed (not overjoyed) with the idea. Perhaps as you have been reading these inventories, you have felt a little the same way? "Once in a lifetime lessons!" the Illinois instructors groaned.

However, having expressed their very human doubts, they began to feel better and agreed to "try one or two just for kicks!" Believe it or not, they returned the next summer devoted converts to the cause! How had this happened? Perhaps you might like to share two of the recommendations growing out of their early experiences as "doubting Thomases?"

* Start small! One teacher reported that she forgot the whole idea until one day a heavy box of house furnishing materials fell on her foot! In her irritation she took time to take a long hard look at her storage management, and the memory of "boxed lessons" came to mind. Busy as she was, she determined to reorganize her materials for student experiments into smaller boxes--but only for the course in home decoration. While her students wrote semester examinations, she sorted supplies into smaller boxes. Interested and curious, students proffered their help which was gratefully accepted but postponed until they began the unit the next semester. So great have been the gains to both teacher and cooperating students that she has set herself the goal for each semester of sorting and reorganizing one course's lessons where three-dimensional materials are numerous but necessary.

* Use process for teaching! More than one teacher reported that even more important than the saving of her time and sweet disposition was the added learning of her students. Usually two girls would be assigned a certain boxed lesson and they wrestled with about the same questions earlier suggested for the teacher on page 269. When the class reached that lesson, they were delighted to serve as "teacher's aides" for they knew almost as much about the contents as she did. Moreover, all the rest of the year, they brought additions for their box whenever they noticed a possibility. And woe to anyone who got that box out of order!

Teaching Management to Students

Philosophically, there could not be good management in every department unless the subject of management was taught. Previous issues of The Illinois Teacher have carried articles dealing with teaching money management and teaching time management.

In this issue it has been pointed out that a definition of management that is quite generally accepted is: a series of decisions making up the process of using family resources to achieve family goals. The process consists of three more or less consecutive steps--planning, controlling the various elements of the plan while carrying it through, and evaluating results in preparation for future steps. Home management is a mental process through which one plans, controls, evaluates the use of the family resources of time, money, energy, material, interests, abilities, knowledge, skills, and community facilities in order to achieve family goals. Management in all areas of homemaking involves use of time, money and resources.

How do students learn management?

Habits of management are being continuously established during any activity in which the individual engages. Throughout the student's learning experiences, habits are being formed of using available resources to achieve desired ends. Therefore, attention should be given to establishing desirable managerial practices in all areas of the curriculum. Hence when the student comes to a home management experience, it is assumed that he brings with him not only a knowledge of the various subject matter areas but, also, some managerial practices and ideas regarding same.

Home management involves innumerable decisions in the use of time, energy, money, supplies and equipment. As students identify their problems, they will be better able to determine their own stage of growth in managerial ability. As decision-making is an important part of every student's training, the decision as to the experiences needed for the group should be made cooperatively by students and teacher. Evaluation of these experiences should be done both by the individual and cooperatively by the group.

Since it is hoped that every management learning experience will be not only a meaningful and practical experience, but also a democratic one, it should be as true to real-life situations as possible. With this in mind, many educators are concerned with the theory of teaching home management. Is there a best way to go about it?

Societal changes affecting management in homes

There is a need for adapting the management experience to the particular needs and peculiarities of the various class groups as they are formed; however, there are many similarities among the diverse groups who will be engaged in the homemaking program. In contemplating the teaching of management it is imperative to examine the cultural scene in which society finds itself today and draw implications from this for a workable, practical, meaningful management experience. The changes in our society are reflected

in the management of the home. The following chart points up some implications of social diagnosis.

<u>Social Diagnosis</u>	<u>Has Instructional Implications for:</u>
Families move about a great deal	Equipment, home furnishings Seeking values that give stability
More working women One-third of the labor force is women; more than one-half of these are married	Improved management practices Selection of food and furnishings Organization of responsibilities assigned to family members
More free time for more family members	Use of time Achieving family values through leisure time activities
Family income a major concern Highest median income for all families ever before known	Managing well to provide for all areas, management of money and consumer education
Family changed from a producing unit to a consuming unit	Buying practices, new products Advertising; government protection
Vast increase in all kinds of consumer goods; wide range in quality of products Distance between producer and consumer greater	More consumer education; establishment of standards More to manage, so better management practices necessary
Community norms changing A more permissive emotional and social climate	More self-government, self-discipline, and self-responsibility Encouragement for making decisions and assuming responsibility for these decisions
Increase in technology and knowledge More automation	Use and care of equipment, new products New approach to management and use of time

It has been said that today's family is the best educated, best equipped, most married, most divorced, most mobile, most nervous, and most insecure of any in history. The changes that have taken place in population, economics, technology, government, education, status of women and other aspects of our modern life undoubtedly influence the management within the family.

Teaching management as a specific separate unit

One theory on the teaching of management insists that it must be taught as a specific unit of study. This group wants complete and full exposure to management and its component parts. Each principle is spelled out and students are helped to recognize the constituent parts of management.

One apparent danger which seems to lurk in the full acceptance and adherence to this theory is found in the danger that transition from textbook lesson to practical experience may not be made since management is a mental process and only as one manages things can he actually experience it. If then, management is a separate unit taught in addition to units in other areas, it may have no vehicles to provide actual experience.

Teaching all home economics as management

Probably one of the newest theories on the teaching of management is that of those who advocate just one course in home economics--management. Actually this is not so different. It seems to be more a reversal in terminology or a point of different emphasis rather than being something totally new. It only advocates that the separate areas as we now recognize and teach them would become sub-units or vehicles for teaching home management. This concept has unity running continuously throughout it with the main emphasis on management, but with learning experiences in the other areas of home economics to illustrate the principles of management.

Persistent life situations are continuing threads through life, appearing again and again in everyday concerns of the individual. So, this theory is true to life. To use it would require a considerable re-education of teachers, but the idea is interesting and many groups are trying it or modified forms of it. In it is an invitation for both critical and creative thinking.

Integrating management in home economics units

Perhaps the most widely employed theory or at least the one which many teachers profess to believe in is that of integrated management. This is the theory prescribed in the majority of the literature available at the present. It operates on the assumption that management practices and principles are inseparable parts of all home economics areas. Basically this is true, as all areas do abound with choice-making demands, values, and resources of one kind or another. The teacher who sees to it that meaningful management is included in all of her classes has successfully integrated.

There is some danger inherent in this method as the teacher may be giving only lip-service to integrated management and so, literally, fail to teach management to her students. As with the use of the other theories, it is imperative to plan objectives and situations coupled with learning experiences to assure reaching the management goals set forth. Each phase of homemaking can make a contribution to the desired goals, although certain phases lend themselves better for the integration of management than do certain others. The teacher should use effective learning experiences, current resources, and various techniques in all of the phases.

In summary

Depending upon how people analyze the facts contained in management determines in large measure the management theory they choose. Each of the theories include the over-all ideas of value choices and decision-making. The separate theories are all practical. Each can chart a safe management

course for the teacher to follow. Whether such subject matter areas as foods, clothing, home nursing, housing, etc. have management integrated within them, or whether an entire course in management is taught and these areas serve as vehicles to teach the principles of management, or whether management is a separate unit among other units, the teacher will still have the basic principles of management to teach to high school classes and to adults.

Good management in every department involves getting the clear, concise story of all dimensions of management as it unfolds daily at the scene of action. The good teacher-manager will be prepared to lead students, not follow them, with authoritative facts and a good example of management in her personal life, management of the homemaking department, management of teaching procedures, and in effectively teaching management.

So let us have student-managers and teacher-managers in home economics classes! Sir Matthew Hale wrote specifically of managing time but his general premise about habits of good management can be applied to many other resources, fortunately.

"Laziness grows in people; it begins in cobwebs and ends in iron chains. The more business a man has to do, the more he is able to accomplish for he learns to economize his time."

THE SCHOOL LUNCH ABROAD

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I was fascinated. I was in the audience at one of the meetings of the Third International Congress of Dietetics held in London this summer. The movie I was viewing was "Family of Eight," which showed the method of serving food to school children in one of the schools of Glasgow, Scotland.

The room in which the lunch was being served had a pass-through window to the kitchen. There were perhaps ten tables in the room, each seating eight. These tables were of appropriate height for the grammar school children using the lunch room. Before the children entered the room, the places at the table were set with flatware, glass for water and napkin. The plates were at one end of the table. There was a flower on each table. The students entered the room in groups or families of eight--six young and two older children. The two older students had been selected for their leadership qualities and considered the part they played an honor. They were proud to be chosen. After the "Families of Eight" were seated, grace was said at each table. (Presbyterian is the state church of Scotland.) Then two children from each table, acting as waiters or waitresses, went to the pass-through window to pick up and bring back to the table the platters and bowls of food. These were placed at one end of the table before the older student, who served the plates. Each child received a portion of all the foods. After the main course was eaten, the plates were removed and taken to the pass-through window. On the same trip the waiter picked up the bowl of dessert and the serving dishes and placed them in front of the second of the older students, who served it.

The teachers were in the room during the meal period. The movie showed one little boy playing with his spoon. A teacher quietly took it out of his hand and laid it beside his place. He smiled. At this age correction is part of life and the child accepts it easily.

It seemed to me this movie demonstrated the British attitude toward the needs of the small school child--away from home and family perhaps for the first time. "The Family of Eight" gave to the young child the feeling of belonging and hence a sense of security. New foods were introduced to him. He followed the example of the older students and ate the food they ate, and thus almost unconsciously was trained in good food habits. And good food habits are the first step to good nutrition. The art and the grace of dining were also being taught by training in table manners. The conversation, the responsibility of the older students, helped to make this truly a delightful experience for this "Family of Eight." The time, the thought, and the money expended to meet the social and psychological as well as nutritional needs of the child at school impressed me very much. Does this not make for citizens who feel themselves a part of their community?

During the Congress two other members and I spent one morning visiting school lunches in one of the poorer sections of the city of London. Although this was the second week in July, schools were in session. In most European countries the children are in school approximately ten months of the year. Our hostess was one of the School Meals Organizers of the London School Lunch Program. The school lunch program in London is administered by the London City Council. For advice and assistance in the nutrition phases of school lunch administration the Council seeks the advice of nutrition experts and dietitians. The day-to-day administration of the school lunch is under a person known as the "School Meals Organizer," who heads up the School Meals and Catering Department under the direction of the Council. In London--and this is true in most of Europe--the person who directs large scale feeding holds a certificate from a catering school. This is not to be confused with a dietitian, who holds a bachelor's degree from a college or university and who works in the nutrition phase of feeding.

Our trip to the London school lunch kitchens and dining rooms was very stimulating. The esprit de corps between our hostess, the school meals organizer, and the managers of the individual schools and their workers was excellent. We met the head masters and head mistresses of several of the schools. These administrative school officers cooperated very well with the school lunch program, which seemed to be the concern of the entire school staff.

The menus used in the school lunch showed adequate variety and were similar to our Type A lunch. For the younger children one ounce of protein food instead of our two ounces was provided. It was surprising to see the amount of attention given to the menu items. At one school individual pasties were being made. At another a rather fancy individual salad was being prepared. I found that milk was not served to the children at the noon meal but is served during the midmorning break. Most of the children had water with their meal. There were water coolers in each service area. The dessert for the school meal was in all of the cases we observed a warm pudding with a custard sauce. Each child received a full dipper of the custard sauce, which was made with eggs and a double strength dried milk. This custard sauce seemed to take the place of the milk in the school lunch meal.

Most of the schools provide a menu choice, especially for the older children. It is felt this practice leads to a greater interest in the school lunch meal and to a larger consumption of food, particularly by the older girls.

Sample menu

Cold Meat Pie
or
Scotch Eggs
Salad with Peas or Beans
Fried and Mashed Potatoes
Milk Pudding and Rose Hip Syrup
Apple Flan
Custard

The "Rose Hip Syrup" mentioned in the menu is prepared from rose hips, which are a very rich source of Vitamin C. It is sweet and palatable, and is generally popular with children. The English school lunch booklet, Meals for Children, states that it should be served once a fortnight during the winter months when the normal diet is deficient in Vitamin C. A dessert-spoonful to each child can be poured over milk puddings, mixed with stewed fruit or prunes, or served with trifle or with sponge puddings. Rose hip syrup should not be heated, as this destroys Vitamin C. During storage the jars should be put in a cool place, and away from light as much as possible.

The kitchens of the school lunch areas were light and very clean. The equipment varied from school to school as does our own. They had the standard mixers, ovens, range top, frying equipment, and always a custard boiler. The custard boiler was a large steam-jacketed kettle with an insert making it a double boiler. They were fabricated out of enamel instead of the stainless steel we are familiar with. One school used a vegetable chopper, a piece of equipment we do not have in this country. Because the children like their vegetables chopped, they chopped them. Most of the dishwashing was done by hand. We asked about mechanical dishwashers and learned that our hostess would like to have mechanical dishwashers but the schools were not able to afford them at the present time. In visiting these school kitchens I had the feeling that the food service equipment industry was not as well developed as it is in our country.

In most of the schools the main course of the meal was served from a cafeteria line very much as ours is, with some of the cooks doing the serving. Usually there was a separate area for the service of the sweet, the hot dessert with custard sauce. The child went for his dessert after he or she had finished eating the main course.

In the first school we visited, we found the food served from a hot cart in the individual classrooms. The classroom we visited was one of all boys with a man teacher. Teacher and students ate together, then gathered up their soiled dishes and put them back on the cart which had originally held the clean dishes. One of the schools visited had two small cafeterias and dining rooms instead of one large one. We were told this was done because it was felt it was better for the younger children to eat with a smaller group. Most of the schools had more than one serving period. For the first serving period the tables were "set" with flatware, glass and napkin before the students entered.

In London, due to the increase in population and present lack of school facilities, some schools receive their food from a school which has more adequate preparation facilities. Choice of food is served in these schools, even though it comes by truck. The trucking of food was done just before the serving period so that it would be hot and ready to serve on arrival.

The cost of the school lunches to the school child is a shilling (14 cents). If he cannot afford to pay the cost, he is not denied the privilege of having his lunch. The money for the school lunch is handled by the room teacher. The lunchroom personnel handled no money and were very happy that this responsibility was not theirs.

At the last school visited our group had lunch, served in the manager's office at a cost to us of about 1 1/2 shillings. We had the same choice served to the children. We, too, topped off the lunch with a sweet, Apple Flan with Custard Sauce. We felt the food was of excellent quality.

The London school lunch program impressed us as a very well-run operation, with consideration being given to the whole child. And as our hostess said to us, "Even though we may work slightly differently, we all have the same human problems arise and kitchen and catering problems are much the same everywhere."

I also had occasion to discuss school lunch with citizens of other countries while in Europe. The Swedish school lunch is under government sponsorship. Every child, the poor and the rich alike, receives a free school lunch just as they receive free medical care. Every country I visited was operating a school lunch.

Thus, the realization of the importance of providing for the growing child a well balanced noon meal is general. The objective is to furnish approximately one-third of the day's calories and other nutrients. The food is varied and preparation is done with care. Each person working in school lunch anywhere in the world, I believe, feels that he or she is contributing to the health and well being of the next generation. Well-fed children are happy children and are more apt at their studies. We can never accurately measure the contribution of the school lunch to national progress.

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The previously distributed issues of Volume V will be mailed to all those who send in subscriptions for 1961-2 any time during this school year.

The supply of the twenty-five cent brochure, The Pay-Off in Homemaking, is getting low but we shall sell single copies so long as it lasts. We are now beginning to receive copies of the successful adaptations that teachers in other communities have printed for distribution in their schools.



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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 7; March, 1962. Published
nine times each year by the University of
Illinois. Office of Home Economics Education,
334 Gregory Hall, Urbana, Illinois

PRE-EMPLOYMENT EDUCATION BY HOME ECONOMICS TEACHERS

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"I believe that one of the most pressing needs in the vocational field today," wrote Arthur Fleming, former Secretary of Health, Education and Welfare, in the April, 1961 issue of Industrial Arts and Vocational Education, "is for more experimentation and greater flexibility in the development of programs and methods." To meet this need President Kennedy has now appointed a National Commission to reassess present activities and recommend future policies. Dr. Benjamin Willis, Superintendent of Chicago Public Schools, has been appointed to serve as Chairman of the Commission.

In his book, What Priority for Education?, President David Henry of the University of Illinois asks some questions pertinent to all education.

"What is the best education for changing times?"

"How does one give a student methodology for new knowledge along with memory of the old?"

"Can we, as even more changes are pending in the next twenty-five years, find the methodology for more effective instruction for the creation of attitudes that will make men and women equal to the new demands?"

President Henry, too, believes that experimentation is required if wise answers are to be found for these questions.

Should home economists be heeding these clear challenges that "some more of the same" is not enough? Should we reassess our contributions to the education of today's student who tomorrow will be both a homemaker and a wage earner?

Let us look at the record. Recently an Analysis of Programs Completed Study was made in a carefully computed sample of downstate (non-Chicago) high schools. On the average, not more than about one-third of the graduates of these high schools went on to college. Of the female graduates who tried to go directly into gainful employment, one-third of them did so with less than the minimum amount of vocational education necessary for any occupation above the level of unskilled labor. Not more than one-third of these high schools offered the requisite amount of work in vocational business education, though this is the area where the highest percentage of women are employed.

At first, home economists reacted with pride to the discovery that seven-eighths of these schools offered ample work in vocational homemaking and family living. But second thoughts came as they read repeatedly that

"Whether women will work outside the home or in it has passed beyond choice. The majority will work in both places. The girl of today, therefore, must be prepared for both."

Even more recently home economists, along with most alert educators, have been shocked into an awareness of the serious situation existing in the many metropolitan areas studied by Dr. James Conant and reported in his Slums and Suburbs, McGraw-Hill Book Company, Inc., New York, 1961, \$1.95 paperback. Dr. Conant warns that social dynamite is building up in our large cities in the form of unemployed out-of-school youth, both boys and girls, and is demanding radical changes in education.

Whether or not other states face similar conditions we do not know. But Illinois facts inevitably challenge Illinois educators to think anew and act anew. Some of us in home economics have been studying the possibilities of deliberately introducing a new dimension into our home economics classes. This article is a preliminary report on some experiments in this direction. We hope you, in turn, will carry on with some experiments of your own.

What Is Today's Employment Picture?

If paid employment is to be so vital a part of our students' life in the future, should we not know more than we do about employment of girls and women? Could we perhaps enrich and motivate study of home economics for many girls by incorporating into our classes more of the realities of the world of work?

As you read this you may still be smarting from the "dismal" picture of family life education described by Norman Lobsenz in the January, 1962 issue of Good Housekeeping. Perhaps you may be even more alarmed by some local criticisms of your home economics program and feel unwilling to consider what at first glance may appear to be "just another headache" for you?

Mrs. Margaret Culkin Banning, speaking at a national conference on "Today's Woman Prepares for Tomorrow's World," offered this answer to our doubts. "The old argument of home-or-career has been settled in favor of home-if-possible-always--the American woman has never been more interested in homes and families--and of a paying job, which is very rarely a career. This argument was resolved by economic necessity, advancement in women's education, conquest of disease, elimination of domestic drudgery, fostering of female talent, and the simple fact that women are living longer. They are now living so long that neither housework nor the bearing of children can possibly absorb all their lives. The average girl who graduates from college will work outside her home for twenty-five years. Girls with lesser education will work far longer."

Is womanpower essential?

In the Soviet Union, forty-five per cent of the workers are women; in the United States at present women make up only one-third of our labor force--and but one-half of these work full-time. "Ah, but the Soviet Union has put

its women to work through necessity," you may say. How many today realize that we, too, have reached a point of necessity in our industrialized and automated world? By 1965 we will have 705,000 fewer men between the ages of twenty-five and thirty than we have today due to the lower birth rate during the 1930's. Women must fill the gap.

In 1975 for every three persons in the United States today, there will be more than four persons. Our available manpower is decreasing in the face of an increasing need for workers just to feed, house, clothe, educate, and maintain the health of our expanding population. Add to this the people needed to produce the extras--the ever wider array of consumer goods that we demand and the materials, equipment, and machines we must have to maintain our place in a tense, technological world that is engaged in a titanic struggle for survival. Clearly the wise use of all our human resources, including women, is a necessity!

A specialist in employment, James M. Rosbrow, stressed the vital importance of manpower in his article, "The Challenge of the Sixties: Educating for Power and Manpower," National Parent-Teacher, June 1960. "The key to much of what we shall accomplish in this country in the decade ahead, and to the position we shall assume and hold in the world, will be the effective development and utilization of manpower. At no other time in our history have the education, training, and guidance of our young people been so important, not only for their own fulfillment but for our economic and social progress as a people and our very security among the nations."

Is the shortage merely in number of workers?

The United States is faced with a new kind of labor shortage that threatens to check its industrial growth. It is not only a shortage of workers but of skills. Neither industry nor education seem to have fully realized that the tremendous expansion of the economy, plus automation and the increasing complexity of machines, have created an equally great demand for skilled workers. The Labor Department reports that unfilled demands for skilled workers have jumped seventeen per cent over last year. It is estimated that to the nine million skilled workers in the United States must be added another five million by 1965; otherwise the economy will fall short of the gross national product expected in that year.

Do girls and women have a place in industrial occupations as well as in offices and homes? The American Vocational Journal, May, 1960, focusing on the general theme, "Don't Forget the Girls," answers this question with a most positive YES. Jeanne Miller, Editor of Technical Education News, McGraw-Hill Book Company, Inc., makes no attempt to discuss all areas of training for women in industrial occupations, but suggests enough to impress every reader of this issue with the tremendous possibilities for skilled women workers.

To what extent is Illinois offering education for skilled workers?

In the Illinois study only about one-third of all the girl graduates attended schools in which at least the minimum training in both vocational business education and vocational home economics could be secured. Roughly

the same proportion of the girls did not have the opportunity to prepare themselves adequately for gainful employment in any occupational field.

A 1959-60 study of per capita costs of day-school instruction made by the Research Division of the State Board of Vocational Education indicated that the average cost per student was sixty-two dollars for all non-vocational courses. For all vocational courses in these same schools the average cost per student was \$149--nearly two and one-half times as much! Although the National Defense Education Act and citizen demand are improving the facilities for many of the non-vocational courses, home economists can well understand how expensive the vocational courses still are to maintain. With money comes responsibility.

In fact, most Illinois high schools do not have the funds to operate a broad vocational program in addition to their general education and college preparatory programs. For that reason the State Department of Education is developing an extensive program of junior colleges and post-high school centers for technical education. The preparation for technical or sub-professional occupations is called "technical education" to distinguish it from "vocational education," which is of high school grade, and from "professional education," which requires four or more years of study at the college level. So great is the need for technically trained personnel in business and industry that an increase of about seventy per cent in the number of persons engaged in technical occupations by 1970 is expected for the United States as a whole.

What happens to unskilled workers?

Every day and every year the possibility of an undereducated youth getting employment grows less. Actually, today the majority of the unemployed are unskilled youth and, in spite of a business rebound of encouraging proportions, the rate of unemployment remains stubbornly around seven per cent for the country as a whole. At the present time, some two million youth try to enter the labor market each year. By the latter half of the sixties this figure will have become three million, an increase of fifty per cent. Never before has the American economy been called upon to absorb into its employment pattern the twenty-six million that will be seeking work as beginners during the sixties. Hence the competition will become unbelievably keen.

What is the level of education of present-day job holders? At the top of any employment list are professional and technical workers. In 1959 these job holders had an average of 16.2 years--more than that required for a four-year college degree even though technical jobs rarely require more than about two years of training beyond high school and make up about three-fourths of total jobs at this level. Clerical and sales personnel showed an average of 12.5 years; this probably represented about six months of special training beyond high school. Only unskilled and farm workers had an average of less than high school graduation.

What is the current trend in the level of education demanded?

Six and one-half million of the young people entering the job market in the 1960's will have some education beyond high school, compared with four million in the 1950's. And twelve million will have completed high school, compared with only seven million in the 1950's. The May, 1961 issue of the Monthly Labor Review, published by the U. S. Department of Labor, provided

these accurate statistics concerning all 1960 high school graduates in the nation.

- * The 1960 class numbered 1,700,000 persons, up more than 200,000 from the size of the 1959 class. Girls outnumbered boys 925,000 to 750,000.
- * By October, 1960 almost half the members of the class of 1960 had enrolled in college. The proportion of boys exceeded girls by 16 per cent.
- * In addition to the 355,000 girl graduates in college, 120,000 were enrolled in schools offering special training for occupations such as nursing, beauty culture and secretarial work.
- * About 400,000 of the girls sought immediate employment after graduation. By October, 1960 there were eighty-five per cent working at some kind of a job and the remainder were still hunting for jobs.
- * This group included ninety per cent of the single women not in college and forty per cent of the married women. By October, seventeen per cent of all the girls who did not enroll in college had been married.
- * Only about 50,000, roughly 5.4 per cent, of the total number of graduates, were full-time homemakers by October.
- * Entry jobs for all members of both 1959 and 1960 high school classes clearly suggest that less desirable jobs had to be accepted in 1960 than in 1959. More of the 1960 graduates of both sexes were working in service occupations.

In what field of employment is growth most probable?

Forecasting is always risky business, and never more so than in the unpredictable sixties. Yet the U. S. Labor Department constantly collects data from every occupational field, has them analyzed and interpreted by specialists in Washington, and frequently publishes the figures and conclusions in up-to-date revisions of its Occupational Outlook Handbook. From the most recent edition come several reported trends.

Even though the needs of a greatly expanded population mean more jobs, the number required due to automation will not be as large as might formerly have been expected. For instance, Rep. Elmer J. Holland, a member of the House Education and Labor Committee, recently reported a study on the effects of automation which President Kennedy had requested. Mr. Holland found that electronic machines eliminated twenty-five per cent of the nation's office and clerical jobs in the last five years. In the coming five years four million more such jobs are expected to be eliminated by machines.

Mechanization and automation have displaced workers in other occupations where girls and women have been commonly employed.

- * About 33,000 telephone jobs have been displaced by automation since 1953 and the end is not yet in sight.

- * About 80,000 electrical machinery factory jobs which offered light work for women have been replaced by automation in the past eight years.
- * Some 50,000 jobs have been eliminated by mechanization in radio and television manufacturing over the last ten years, and the trend continues.
- * In New York City alone automatic elevators replaced 40,000 operators in the last fifteen years.

A common rule of thumb used by many executives in business and industry is this: if a piece of equipment will replace one employee and costs two to three times the annual wage of that employee, buy it.

The Occupational Outlook Handbook, the Holland Report, and every other available source agree that the service industry will grow faster than any other in spite of increased mechanization and automation. There simply are tasks that machines cannot perform. And many of these jobs are services directly or indirectly related to home economics. As homemaking tasks left the home, the woman has had to follow them into industry.

"In 1961 service expenditures have constituted forty-two per cent of total consumer outlays, exceeding for the first time the pre-war high attained in 1929," reports Robert Ferber, Director of the Bureau of Economic and Business Research of the University of Illinois. Even discount stores feel the need to add services in order to sell goods today!

What is the likelihood of increased part-time employment?

Part-time employment is more prevalent and widespread today than in the past, and is expected to leap higher by some thirty per cent during the sixties to reach sixteen million. Women represent about sixty per cent of the nation's part-time work force. Part-time work, obviously, is a poor solution for a woman who requires more income than she can earn even by full-time work, but for many homemakers it offers an opportunity to do justice to two jobs. The greater the skill and education a woman has to offer, the more likely she is to obtain a satisfactory part-time job.

Europe is fashioning a vast Common Market that will foster mass production, once a United States monopoly. So international competition will become more intense. Employers are increasingly aware of the need for maximum productivity from every worker, and are looking at part-time women workers in a new light. They are finding that when women work fewer hours per day or fewer per week, their energy, accuracy, and general productivity increase, and absences from work decrease. It seems, therefore, that the advantages of part-time work in some types of jobs may help to offset the administrative problems it often imposes.

What Are Considerations in Occupational Planning for Women?

Time after time, when groups of home economics teachers have been asked, "What unit do you feel you are least successful in teaching?" the majority

have replied, "That unit on 'Occupations'!" Recently experienced counselors at the high school and college levels have expressed similar dissatisfaction and regret. WHY?

Well, home economics teachers have usually given one of two reasons. Some felt that they had neither the resources nor the time to keep their information on the employment picture as up to date as was necessary in such rapidly changing times. They had never heard of the government's Occupational Outlook Handbook, and knew of no local surveys of occupations that had been made. As a result they feared that using guidance bulletins or even encouraging individual students to write letters was too theoretical to meet real needs. Because recruitment materials for studying home economics in college were not only among the best but also well understood by the teachers, the unit was slanted in that direction far beyond what was justified by the abilities of the class groups.

What contradictions do specialists see as they look at women and work?

Deans of girls and other specialists attempting to counsel women are now realizing that the difficulties go far beyond these reasons. Contradictions in roles of women are fundamentally due to rapid and radical changes in society.

Ruth Hill Useem, a research consultant in the Department of Sociology and Anthropology at Michigan State University, writing in the Journal of the National Association of Women Deans and Counselors, October, 1960 offers the following puzzling analysis.

"Never has American society, in terms of its own survival, been so greatly in need of using its intellectual and social woman-power	BUT	never have women internalized so little these societal needs as personal goals and aspirations."
"Never have American women had so many opportunities open to them	BUT	wanted so little."
"Never has a young generation been more in need of guidance from the older generation and experts	BUT	less ready to listen to or follow the advice which is given."

"Conversely," she adds, "never have the older generation and the experts been less sure of themselves as to what advice to give."

Where can teachers find help?

The single most recent and comprehensive publication available is undoubtedly Occupational Planning for Women by Marguerite Wykoff Zapoleon, Harper and Brothers, New York, 1961, \$5.00.

The classical definition of counseling has always embraced the discovery by the individual of himself, the appraisal and understanding of the

world in which he lives, and the correlation of these areas so as to form satisfying life patterns. Until fairly recently major consideration was given to self-discovery. Mrs. Zapoleon stresses that a far more realistic approach is imperative today.

"The economic aspects of vocational decisions, neglected in recent years as emphasis was placed on psychological aspects, are recognized in a promising framework for a theory of occupational choice by a team representing economics, psychology, and sociology. This brings the employer into the equation, a healthy counterweight to the overemphasis on self that introspection, though necessary, encourages in some individuals."

"In this equation, selection of the worker by an employer is equated with choice of a position by a worker. On both sides of this equation, a compromise takes place between what is wanted and what is possible. Four basic factors determine the compromise the worker reaches in his choice.

Information about occupations
Qualifications required to perform the work
Other requirements unrelated to performance
What he seeks--his value orientation

On the employer side, determinants in his selection are also four.

Openings or demand
Qualifications for best performance
Other requirements unrelated to performance
Rewards offered, including pay."

This excerpt typifies the balanced presentations offered by Mrs. Zapoleon. For example, she acknowledges that women workers are ill more often than are men. But she also points out that, on the average, they are absent for shorter periods and lose less time than men because of industrial accidents. She documents her statements with all pertinent research available in a field where opinions have too long held sway.

By writing to the Women's Bureau, U. S. Department of Labor, and asking for a price list of all its publications, you will be able to select any of these that seem valuable in your situation. This Bureau, too, recognizes the unique problems of occupational planning for women.

Economics, like every other field of subject matter, is in a state of flux. The more thoroughly you can keep abreast of new developments, the better will be your teaching of all home economics! You cannot afford to limit your reading to "women" and "work" but must at least attempt to understand the many-faceted aspects of the field of economics. For instance, do you plan to read that special subject issue on "Money in American Life" in Atlantic, March, 1962?

The single professional reference that we would like to recommend is a 1961 publication of the Office of Education, U. S. Department of Health, Education, and Welfare. If you do not already have a copy, send sixty-five cents to the Superintendent of Documents, Washington, D. C. and ask for

Management Problems of Homemakers Employed Outside the Home by Mrs. Mildred Weigley Wood, Dr. Alberta Hill, and Miss Edna P. Amidon, OE-83009, Vocational Division Bulletin No. 289, Home Economics Education Series No. 33.

Actually, this is a collection of resource materials for teaching adults. Practically, every secondary teacher who desires to better understand the current and probable future problems of her students should consider pages five through fifteen "must" reading. In this section dealing with decisions about working outside the home, are presented concise statements on important considerations in determining when to work, learning experiences for studying the problems involved, and an excellent bibliography that includes selected books, bulletins and pamphlets, periodicals, a play, and a tape recording. We are sure that you will wish to secure many of these references. Because prices are not quoted, an inquiry concerning costs will be necessary.

We believe that perusal of the whole bulletin will prove helpful in giving you a picture of the kind of life that your students will be living whenever they attempt a dual role. This "picture in the mind" is essential for every high school teacher who proposes to combine pre-employment emphasis with family-centered emphasis in her teaching units.

Do girls really expect or desire paid employment after marriage?

So far as expectations are concerned, studies by psychologists indicate that girls of every socio-economic level eagerly give lip service to the idea but, once married, inwardly and often disastrously resist working. Deans of Women in colleges report that this conflict is one of the highest "costs" of youthful campus marriages. High school girls of less affluent families confess to advisers or social welfare workers that they perceived pregnancy as their one way to get out of school and out of having to earn after marriage. The charming picture on page 75 of The Saturday Evening Post, December 23, 1961 well represents their overwhelming desire even at the price of illegitimacy.

Nor is this a very recent development. Two surveys in the Midwest give some evidence on this point. One hundred young married women with pre-school children, yet working at full-time jobs, were interviewed in one city of medium size. The carefully computed sample ranged from a well-paid principal of an elementary school to an undereducated, unskilled worker in a factory. Eighty-five per cent of this sample reported that they had never expected to work after marriage. The remaining fifteen per cent reported that they had not planned to work full-time after the birth of a first child. A state-wide survey of mothers of adolescent girls indicated almost identically the same proportions on the part of these parents.

Mrs. Zapoleon reports that every study of the reasons why women work finds the leading cause to be the need to make a living for themselves and often for others. Recent figures suggest that almost twenty per cent of all families are supported by a woman's earnings. Even in households headed by a man, many women share heavily in the breadwinning because of illness, aged parents, inflation, or costs of educating children.

Why does this all too prevalent ostrich-like tendency to bury our heads in the sand exist? Mrs. Zapoleon points out that the constant movement of married women with children in and out of gainful employment baffles statisticians who try to arrive at firm predictions about how long women may work. She reports, "A woman working at age twenty who remains single can expect to work forty-one more years on the average, with no more interruptions in her work life than those of the average man. A childless married woman working at age twenty who remains childless can expect to work thirty-one more years on the average." But how many years women with children will work and when defies the best of predictors!

As we have seen, she may not expect to work at all after marriage but nevertheless will. She may plan to work until she starts her family but she cannot be certain of the date of that birth or even that it will occur. At least one out of every ten women is involuntarily sterile, and planning a family on schedule is not as easy as most youngsters think it is.

The fact remains that the earlier girls marry, the more children they are likely to bear. And as long as our level of economic prosperity continues, youthful marriages are expected to also continue. In fact, predictions are that, among women who have reached their child-bearing years by 1975, thirty-five per cent will have four or more children and twenty-five per cent will have five or more.

Larger families may require some re-thinking of the techniques and standards of child care and home management to be taught in homemaking and family living classes. Of course, such problems will be intensified if these young mothers must also hold jobs. Estimates are that the present rate of labor force participation of women under twenty-five years of age will slightly decrease from today's level but that of women over twenty-five will increase thirty-seven per cent by 1975. Thirty-one per cent of these women in 1975 will be part-time workers, mostly among the younger mothers with small children.

What facts are available about working mothers and their children?

In a fluid social situation, efforts to secure these facts are a bit difficult. It is known that the number of women workers with children of pre-school age has doubled during the last ten years, increasing from two million to four million. So large an increase, of course, has led to much discussion. All kinds of social ills have been ascribed to this change in women's role, even though much of the work of these mothers was temporary or part-time.

Elizabeth Herzog in the Division of Research in the Women's Bureau finally was assigned to collect the facts and has presented them in a twenty-cent Bureau bulletin, Children of Working Mothers. She discovered that almost no generalization holds true for all working mothers or all their children. She validates the fact that many free-floating assumptions about the evils of mothers working are untested and some are clearly open to challenge.

Surprisingly enough, she discovered that the mother's working, in itself, is only a secondary one among many factors impinging on her children.

There are indications, for instance, that the activities of mother and father overlap more in families where the wife works, but not that this is necessarily unfavorable to family life. On the contrary, a number of studies suggest the opposite. Research suggests that the "quality of the family life influences the effects of a mother's outside employment more than her employment influences the quality of the family life." As Dr. Anne Steinman expressed it from her study of middle-class women, "The marriage and the family always come first."

Middle-income mothers have been found to be more likely to do justice to their two jobs and to achieve adequate supervision of their children while they are employed. The amount of education of these women correlates with both their income and their awareness of their children's needs. The average annual income in 1958 for all working women over fourteen years of age who were college graduates was \$3,447. For high school graduates the figure was \$2,181, and for those who were not high school graduates \$845.

What are major recommendations from research?

Obviously, an increase in adult education designed to improve the earning power of workers would aid women of every educational level. This way of meeting the income problem is fundamental but slow and uncertain. Dr. Herzog recommends public action to improve the resources for child care as one of the chief opportunities for national and local efforts to maximize benefits and minimize disadvantages of mothers' employment, since the employment of these women has become of prime importance to the national economy.

A second recommendation made by Dr. Herzog is that ways be found for reducing the toll taken by mother's dual job, which in turn affects her family. Investigations show that working mothers average eleven and one-half hours daily, week in and week out, on the combined tasks of homemaking and outside jobs. At Glamour's 1953 seminar on women at work, an industrial physician, Dr. Jean Watkeys, reported that fatigue was the leading cause of excessive absences. The in-and-out flow of women in the labor force is believed primarily due to the fact that these transitory workers tried to crowd too much into each twenty-four-hour period when employed. All this is costly for employers, and, to borrow a phrase from Dr. David Mace's article in the January McCall's, "consumes without mercy the golden years of youth."

Dr. Herzog's third recommendation, she agrees, has universal application. This is that ways be found to strengthen the elements of mental health that condition the well-being of all parents and their children. Continuing improvements in labor-saving devices and techniques, of course, will facilitate dual roles but anxiety about standards and values can take a far heavier toll than physical labor. Most studies show that stay-at-home and employed homemakers accomplish the same amount of home work, but that employed women must be speedier and schedule their home tasks differently, as well as work longer hours. The strengthening of mental health is clearly one of the hoped-for outcomes from the lessons described earlier in the recent bulletin, Management Problems of Homemakers Employed Outside the Home.

How can these and other facts be used in counseling teen-agers?

It has been said that "money talks;" so do figures. We are offering you here the most recent and accurate figures that seem essential for all citizens to know and understand. Every time they have been used with boys as well as girls in family living classes, they have stimulated serious and sound thinking in the majority. The minority who fretfully question the implications of these facts are invariably the female of the species.

One point that girls like to emphasize is, "But women get paid such lousy wages; what's the use of trying to compete with men?" According to Arthur Fleming in Good Housekeeping, January, 1962, some prejudice against women workers does still exist. However, he also points out that girls and women themselves contribute to the continuation of any discriminatory practices. Teen-agers must be led to understand and accept Mrs. Zapoleon's concept of balance between the welfare of the worker and the employer, and the need for compromise on both sides.

Women do generally receive lower full-time wages than men. There are many reasons besides prejudice! By and large, women fail to take advantage of additional educational and training opportunities. They move in and out of jobs so much that they often lack the job seniority and work experience that are needed to qualify for major advancement. Not only do women expect to have freedom to work intermittently at times of their own choosing; they also in many cases prefer part-time jobs which, of course, automatically reduces the national average of working women's incomes below that of men who receive full-time earnings.

Some boys in family living classes join the girls in the second objection that almost always comes up sooner or later in every discussion of women and work. This objection relates to the unrealistic image of marriage to which students cling, no matter what may be the conditions in their own homes. Some boys may still declare boldly, "I want my wife in the home;" but their numbers are decreasing. Girls, on the other hand, seem to be stubbornly determined that life will be beautiful, once marriage has been attained--they "quit work to get married."

Perhaps the historically accepted male role as the family provider makes it easier for boys to recognize the importance of studying the principles of smart management as applied to the problems of establishing and maintaining their homes. Certainly their response to lessons on money management, time and motion studies, etc., seems to show more interest than is evidenced by girls. Too many of the latter prefer to still cling to their dreams!

Yet even the academically talented, who have the advantage of graduating from college and marry husbands who provide incomes adequate for them to devote their time and energy to full-time homemaking, report all kinds of management problems a few years after marriage. Perhaps you have already read the article, "How 10,000 Young Mothers Feel About Their Marriages, Their Children, Themselves," Red Book, September, 1961. Their wails of disillusionment and difficulties led Dr. Dorothy Lyle to write the publisher this letter.

Dear Sir:

Your fascinating article on "10,000 Young Mothers" is--without spelling it out--the strongest appeal we have seen for bigger and better home economics teaching programs in the schools of the United States.

If young mothers need "technical training for the domestic jobs" and the "know-how of housewifery and motherhood," and if their own mothers are no longer providing this training, let's turn our attention to the thousands of high school classrooms across the nation where over 2,350,000 teen-agers will be enrolled in homemaking classes this year.

These classrooms and their teachers need the interest and support of every American parent, if the coming generations of young mothers are to find solutions for the problems described in your article.

The home economics profession does not pretend to have all the answers, but it is dedicated to bridging the gap between what Mr. Hunt describes as "solutions which have long existed and... woman's life in the modern world."

Sincerely,
Dorothy S. Lyle, Ph.D.
President, American Home
Economics Association

What is meant by "the two lives of women?"

Sooner or later many of the troubled 10,000 young mothers may choose or be forced by economic considerations to join the labor force. Just last month there appeared on the market a new text, intended as a two-semester course for High School Juniors or Seniors, which gives some recognition to the likelihood that jobs as well as marriage may be a part of girls' future lives. A glance at the index showstwenty-five pages listed under the topic of "marriage" and ten under "jobs." That seems to be a commendable innovation even though Mrs. Zapoleon's concept of balance and compromise does not appear. The text is Thresholds to Adult Living (a happy choice of title, we think) written by Mrs. Hazel Thompson Craig and is available from Chas. A. Bennett, Inc., 237 N. Monroe Street, Peoria, Illinois for \$5.76.

In her volume Mrs. Zapoleon declares that what is already happening and will occur even more in the future is that we are establishing a population of women who, in essence, are living two lives. One, of course, is the traditional life role of wifedom and motherhood that has been characteristic of American life for many years. The second life begins around thirty to thirty-five years when the child-bearing period is completed and the wife enters the labor market, or re-enters it if she was employed earlier. To counsel girls for such a future, Mrs. Zapoleon recommends attention to four aspects of occupational counseling.

- * Taking a total view of her unique situation as a woman before arriving at any major work decision
- * Securing a broad view of occupational possibilities and their relation to other aspects of her life
- * Seeking a joint view with her fiancé, considering allocation of working time in their future home and outside in relation to mutual goals
- * Providing for periodic reviews of progress and revisions of plans in light of current facts

How many times during her life will an individual need to seek education?

Margaret Mead estimates that the girl in high school today will require re-education about five times if she is to meet the changing demands of life in the unknown future. For example, eight million workers last year made eleven and one-half job changes, and more than half of these changes were in completely different job categories. We are told that many of the occupations of today were not predicted a scant twenty years ago and we can safely say that most of the jobs of the future are not even known today.

In the Fleming article mentioned previously, women were warned that today anyone who wants a job must invest some time in training for it. Moreover, he states, "Some women believe that, because they received a certain amount of education or training in their early years, they are automatically qualified for employment today. This just is not so. Refresher programs are a must." At a recent State meeting of Business and Professional Clubs, a speaker urged that during the coming year every member should develop a new marketable skill or improve in a new direction the ones she now has. At first this idea seemed fantastic to her well-educated, securely-employed listeners, but they were less certain about this by the time she had marshalled her evidence before them. On February first sixty unemployed adults will be paid while receiving retraining to operate power sewing machines for the glove and mitt factory at Carlinville, Illinois. The program will cost \$26,000, was planned by the State Board of Vocational Education, and financed from funds under the Area Redevelopment Act. Many other examples to support Dr. Fleming's statement about refresher courses might be cited.

Psychologists have discovered that random aimless activity diminishes one's capacity to endure stress. The efforts of the Commission on the Education of Women established by the American Council on Education rest on the conviction that the entire world has become education-conscious. Dr. Herzog's concern for mental health may in the future be facilitated by offering women in each life cycle stimulating opportunities for preparing themselves for the type of living they can expect in the following cycle. Probably the extension of education into homes through television, correspondence, and other modern methods is only beginning.

What over-all changes in high school education seem to be demanded?

The glib acceptance of the popular phrases "quality teaching," "excellence in education" and the like can be dangerous lest we substitute the

phrase for the achievement. We must raise such questions as, Excellence in what? For whom? How? When?

Many thoughtful civic leaders as well as educators are trying hard to find the best answers to such questions for they realize that nations have fallen because of lacks and errors in education. Working within the framework of reality and utilizing their keenest insight into the problems of contemporary life and future developments, these thinkers have come up with some challenging proposals for changes in high schools.

Why the high school must be revived

The above is the sub-title to a recent article that appears to have great importance for secondary teachers of home economics. To us this sub-title seems more appropriate than "Live Students and Dead Education" featured on the cover of the September, 1961, Atlantic. Dr. Oscar Handlin, a distinguished professor of history at Harvard, is a humanitarian who is deeply interested in the underprivileged in America and in a reconsideration of the function of secondary education to better meet their needs. We urge you to read the whole article!

However, to give you a background necessary to your further reading of this issue, we would like you to consider for yourself the implications of a few brief quotations from his article.

- * American schools, particularly the high schools, are entering a prolonged crisis, obscured by the debate over the ways and means of financing them.
- * The number of high school students is larger than ever before, and it will continue to increase for years to come.
- * The dominant economic trends of our period literally drive young people into the schools. There is nothing else for them to do.
- * The "academically untalented," lacking competence or motivation, will comprise a rising percentage of the total student body.
- * The old forms of vocational education will be even less useful in the future than in the past; the very same economic changes that drive more students into the schools also undervalue the handicraft skills that can be taught there.
- * Every dabbler in curriculum begins with the assumption that what is taught is learned. What is taught simply cannot be equated with what is learned and retained.
- * To recognize that not everything that ought to be learned can or should be taught by the school is to set the problem of the curriculum within manageable terms.
- * Our culture can be grasped at different levels. And the high school is its critical teaching mechanism.

* If the high school can supply a solid groundwork of training in the use of language and of mathematics, the rest of the curriculum need not be so rigidly specified. Let the students move where interest and ability draw them.

* What is important is that the high school do well what it can do.

Can and should family-centered and pre-employment emphases be combined?

Dr. Handlin declares that the changes he proposes would not take a major revolution, only a decisive clarification of purpose. In attempting such a clarification, we find ourselves going back to our firm belief that there are elements in thinking and management, in work habits and values that are common to homemaking and to employment of women. Individual and group growth in these should give students, in Dr. Handlin's words, "a sense of the value of their labor and of its relation to others." Dr. Handlin believes that such awareness will help them lead useful lives as parents and citizens.

To so inject the cold realities of the world of work into the type of family life education deplored by Norman Lobsenz in his Good Housekeeping article--"Too much is said and written about happy families, all full of fun and togetherness"--might be a very salutary move IF such teaching exists. Instead, let's look at a bulletin published by the AVA Home Economics Committee on Research, twenty-five cents, and entitled Family Focus in Home Economics Teaching. To illustrate how attention can be centered on the family in a variety of subject matter units the authors identified three basic concepts essential for effective homemaking teaching.

- * Teaching should enable a pupil to understand herself in relation to her family and all individuals and groups she is associated with.
- * Teaching should enable a pupil to understand herself in relation to her goals as a person, marriage partner, parent.
- * Teaching should help a pupil to recognize the reality of family living in its various stages and to make choices in terms of family practices and values.

The Saturday Evening Post's survey of 3000 youth gives striking evidence that "American parents candidly admit they are spoiling and pampering this new generation. They admit it, cluck their tongues, and keep on pampering." In such a family setting the Los Angeles boy who stole a radio because he "just couldn't see mowing fifty lawns to earn it" would be rescued; in the world of work, results would be quite different--and surely more conducive to the boy's understanding of himself in relation to others.

Again, a California high-schooler says, "Goals? We've got no goals. Our parents have achieved them all for us." Dr. Gallup reports that the youth of either sex is "abysmally ignorant of the economic system that has made him what he is." The typical young man in the survey thought that about eighty dollars a week would be ample to support a newly married couple, but he would be satisfied with one-third less. Girls declared that they would

be satisfied with ten to twenty per cent less than that! Not until such youth encounter the rigors of employment can they be expected to appreciate the relation of money to goals and future plans.

Although the AVA statement clearly specifies "recognize the reality of family living in its various stages," we doubt if many instructors or students seriously consider the "two lives of women." Asked about occupational plans, the girls in the Gallup survey say that "teaching, nursing and office work offer the greatest opportunities for females, but they plan to become housewives." Moreover, all agree that they are lazy and they like it that way! Parental practices and values that have cultivated such attitudes are doubtful models for the future lives of these young women. Apparently parents are intent upon protecting their youth from the very experiences that made them strong.

In summary, then, instead of pre-employment education being incompatible with a family focus in teaching home economics, it offers a much needed new dimension to our teaching. Possibly both parents and teachers, in their earnest desire to make youth secure and happy, have failed to study adequately the forces of the future. According to the Gallup report, happiness is what they want from life, and "happiness is defined as marriage, home and family." But we elders know that marriage does not free people from responsibility and that homes and families are pathetically vulnerable to the impact from social and economic upheavals in which these youth want no part.

The first requisite of changed education is changed teachers

Just in case you have not yet received the new publication, Insight, distributed as a service to teachers by Science Research Associates, Inc., 1259 East Erie Street, Chicago 11, we would like to share with you an editorial from Vol. 1, No. 2, Fall, 1961.

From a Russian Diary

We of the "still free" world are now at the point at which we must find a way to get the best we know about the education process and put it to work in our classrooms while there is still time. To make this point more dramatic and therefore more urgent, I would like to quote from a review of a recently published book titled The Diary of a Russian School Teacher by F. Vigdorova.

"She works a six-day week, class appointments often continuing until seven or eight o'clock. Evenings are spent visiting the families of her students. Sundays, she may take her class of 40 boys on a hike, a museum trip, a visit to an orphanage. In after-school hours she helps the boys organize as a pioneer group. They make wastebaskets for classrooms, do simple electrical wiring, re-bind books. The teaching program itself resembles ours of a by-gone day; emphasis on copybooks done in ink--and no blots! In spite of her pleasure in her teaching materials, it is obvious that her textbooks and such aren't far ahead of those Abe Lincoln used. The American seventh and eighth grade program as I know it is far more thorough and adult."

Let heaven help us when this teacher and her students, who count it a privilege to have heat and light in their classrooms, get harnessed to a more modern curriculum! Such teachers and their hordes of eager pupils are more to be feared, I think, than all Sputniks the Russians have hurled into the heavens.

What, if anything, in this excerpt do you find yourself rather envying? We wish all our students were as generally eager as is implied about the Russian youngsters. How can the youth of the Gallup survey be fired with such enthusiasm?

You have heard that enthusiasm is caught, not taught, of course? To assist teen-agers to revive their interest in learning, a re-examination of our own attitudes may be helpful. Have we shown interest in a continuation of our own growth and development through learning? Do we feel a sense of excitement in discovering new knowledge in education or some phase of home economics? Do we express enthusiasms as we explore current issues and re-examine new answers to old questions? Adolescents' interests can be powerfully stimulated by their teachers' own curiosity and fascination with the unknown and the unanswered!

If home economics teachers are to accept the responsibility of making a contribution to pre-employment education, it will demand the professional best that they have to offer. Dr. Conant, looking at the total employment-and-education problem, calls for "dedicated teachers," no less! We can have no illusion about the difficulty of the change-over. Yet our experience suggests that, once the students catch the idea and recognize the excitement of coming to grips with reality, their spontaneous interest seems worth the efforts. John B. Barnes in his The Dynamics of Educational Research points out that "A constant quest for new knowledge is the golden thread of strength for teachers. Many other excellent personal qualities (warmth, genuineness, sociability, optimism, open-mindedness, etc.) do not substitute for this attribute; they augment it but they will never replace it."

Many Illinois high schools are already operating under an extended school day. Most city systems have extended their school year, in addition to offering summer sessions of various lengths. Other schools are attempting to provide a previously unheard-of flexibility of schedule in order to attract a return of dropouts. Of course, all these changes demand adjustments on the part of teachers, even though the daily teaching loads may remain about the same. If our premise that home economics is one of the most promising fields for contributing to pre-employment education is true, we can expect to be very much involved with such expansions.

What is the most critically needed change?

Whether teachers like it or not, the high schools have been forced to become schools for all. Handlin believes that before long almost all boys and girls over five and under eighteen will be enrolled in some school. That would practically eliminate our present dropouts. Other educators look at the record and consider Dr. Handlin's statement only a pious hope.

In the fifties the Illinois Secondary School Curriculum Program through the State Office of Public Instruction sponsored several factual studies on

such problems as the holding power of the schools and the hidden costs of education. On the basis of such findings experimental programs were carried on in an effort to inform and involve high school teachers, parents and laymen in ways to improve various aspects of secondary programs and different fields of subject matter. Dr. Metta Zahorsky studied the area of homemaking and family living, for example.

Popular articles for several years have appeared in newspapers and national magazines. All these were designed to arouse interest in dropouts among parents and friends of youth. In Canada, McClain's Magazine published a summary in popular form of a year's study of the dropout problem in the high schools throughout Canada that indicated that the problem there was very similar to that in the United States.

Only recently, however, have citizens seemed to become aware of the seriousness of the dropout problem to our whole economic structure. For example, Deton J. Brooks, director of research and statistics for the Cook County Department of Public Aid, has given wide circulation to the fact that, if the 17,000 students who dropped out of Chicago schools in the 1960-61 school year remain on the assistance rolls for fifty years, the cost to taxpayers in public aid alone would be \$510 million. Another example may be cited of one school system that lost in one year an estimated total of three million dollars in state aid to education, which it would have received if its dropouts had stayed in school.

Cost factors such as these are among the reasons why labor unions, employer groups, and a large number of public and private social agencies are stepping up their attempts to solve the problems created for society by students who leave before graduating from high school. It is very unlikely that any one group or program will meet the entire need but the high school must make the start.

What is the relation of dropouts to employment?

Today about one out of every three dropouts from school systems leave during the eighth grade or before; two out of three drop out before the tenth grade. A recent survey of fifty-eight typical cities showed an increase of dropouts during the junior and senior years of high school. This survey was sponsored by the National Council of Jewish Women. The report charged that "obsolete methods and inadequate resources in public school guidance and vocational training programs are a serious danger to the nation's economic growth."

National statistics on 1960 graduating classes indicate that when a dropout was fortunate enough to land a job, it was likely to be on a lower rung of the occupational ladder. For instance, though six out of ten of employed female graduates of the June, 1960, classes were clerical workers, only two out of ten female dropouts of 1959 and 1960 had such jobs. Two out of ten female dropouts were factory hands, and more than three out of ten were waitresses or housemaids. Clearly a high school diploma was a ticket to a faster job start for new female workers.

Every study ever made has shown a high correlation between the amount and kind of education and the amount and kind of adult employment. Not only

does the educational level bear a direct relationship to job level but also to stability of employment. Among that part of the labor force which did not complete high school, unemployment is twice as high as among high school graduates, and almost four times as great as among those who took even a little more training beyond high school. State Superintendent Wilkins reports that 29 per cent of the total unemployed in Illinois this past year were under twenty-five years of age and mostly in the field of unskilled labor.

In the fifties consideration of the dropout always led to a question concerning the validity of the assumption that all children ought to finish high school. Many secondary teachers are still asking that question. They find it hard to realize how swiftly and radically times have changed. Today nearly all employers demand a high school diploma and an eighteen-year minimum age. At present the Illinois School Code prescribes that youth shall attend continuation school one eight-hour day weekly until their seventeenth birthday. Yet many educators question trying to solve the problem by raising the legal leaving age to eighteen without building up more understanding on the part of youth and their parents and their teachers. Requiring sixteen- and seventeen-year-olds to be either in school or employed is being tried in some states, for example California and Wisconsin, and is one of the provisions of the so-called New Education Act in England.

Are dropouts found in rural as well as urban areas?

A recent report of the Labor Department states that young persons in rural areas leave school to a greater extent than do those in urban areas. Apparently this comes as a surprise to rural citizens themselves. They just think of Mary as "staying home for a while" and fail to identify this with what they think of as "urban unemployment." However, the results on the national economy are the same.

Mrs. Zapoleon warns, "Rural young people warrant special attention in vocational guidance because of their limited opportunities for education and employment. Consolidated schools, better transportation, and the movement of industry to suburban and rural areas have increased opportunities, but many rural young people still must migrate to the cities because of the continuing, almost precipitous, decline in agricultural employment." State employment services in rural areas find that rural youth are extremely reluctant to leave their home community; because of lack of training they shrink from the necessary compromise between ambitions and abilities that competition in urban employment demands. Mrs. Zapoleon concludes "The burden of guiding and preparing young women for homemaking AND for employment on or off the farm in the rural community or for migration to town or city rests primarily with the rural high school."

What does research tell us about dropouts of the past?

Many studies have been made of dropouts in an effort to identify the "typical" dropout. About the only warranted conclusion that can be drawn from these is that there is no such thing. Rate of dropouts also varies widely from place to place and from period to period.

Some of the characteristics that are frequently found in school dropouts--but not always--are:

Scholastic retardation and grade failures
 Above normal number of schools attended
 Little if any participation in school or community activities
 Range of I. Q. from around 60 to around 120
 Reading level generally below the I. Q. level
 Excessive absence from school
 Feeling that school is giving little "he can use"
 Serious health problems of self and/or family
 Family in economic need and/or providing few social advantages
 Family sees little value in education and has a record of other dropouts
 Social and/or personal maladjustment
 Unrealistic view of his own job qualifications
 A discouraged member of a minority group

When potential dropouts perceive themselves confined to a round of purposeless activities in school, they are likely to react in one of two ways. Most girls seem to become utterly apathetic and simply endure until they reach the legal leaving age. Others with more vitality grow hostile and rebellious, even to the point of juvenile delinquency. Yet in a study of 1399 dropouts in Detroit, no disciplinary action was reported in seventy-three per cent of the cases. In fact, ratings in school citizenship were average or better for seventy-one per cent of these boys and girls.

How should counseling in high schools be changed?

All authorities agree that up to now counseling has been "too little and too late." It has been largely concerned with guiding the college-bound in the school population. There is real need for expansion of pupil services in elementary schools such as only the wealthiest communities are now providing for their children. It has been recently discovered that observations of sixth grade pupils are helpful as a possible means of identifying characteristics which may predict early dropout.

Authorities now feel strongly that the school should be responsible for the guidance of every one of its students up to the age of twenty-one. The need is particularly acute in schools located in slum areas. They contend that money must be found for a greatly expanded program along the following lines. The essence of all these services is individualization.

Testing and records: appraisals of general ability, interests, aptitudes, abilities; developmental histories in home and school

Concentrated guidance program: offered in ninth grade or earlier if students are potential dropouts; designed to help students of various abilities and aptitudes make appropriate educational and vocational choices

Counseling: between individual students and guidance specialists, teachers, lay experts, personnel managers, and workers on jobs

Providing career conferences: drawing upon laymen in local industry and business as well as representatives from colleges to talk with individuals and student groups with like expectations

Job analysis and occupational surveys: appraisal and predictions about local employment patterns preparatory to curriculum and course revisions; analysis of available jobs in terms of individual capacities and interests

Job placement: making and maintaining employer contacts, investigating conditions under which students would work; serving as liaison officer between school and the job; exit interviews before individuals leave high school; part-time placement services to provide work experience

Follow-up: appraisal of success of former students for their continuing adjustment and also for continuous curriculum modification; conferences with unemployed to try to get them to return to school or continue their occupational education in some other form

Satisfactory guidance service is an integrated one and occurs largely as each individual shows a need for one or more of these aids. In the best school systems the program is supplemented by coordinated services of a school psychologist and a social worker. To achieve their goals these specialists need to be available during the summer as well as during the school year.

What do psychologists recommend for changing motivations of dropouts?

Not only dropouts but most adolescents sag in their zeal for education at one time or another. The parents of one girl suddenly discovered this fall that their Julia had no intention whatever of giving up the summer job she had enjoyed to return to "that childish old grind" of her junior year. She was a slightly better than average student and her parents had taken her graduation from high school for granted. But they were unable to convince the girl by demonstrating that the work was a dead-end job so far as advancement was concerned. She did not want to advance; she wanted to get married! Nor was she persuaded by arguments put forward by the high school staff. However, in November Julia was fired in order that her employer might make a place for his unemployed niece. Nor could she find any other permanent job. Rather sheepishly she returned to school the second semester, unable to graduate with her class but loaded with advice for "dumb kids who quit school!"

According to A. H. Maslow's motivation theory, the reluctant learner is not lacking in motivation but is directing his efforts toward satisfaction of needs other than the need to achieve in class. He calls the usual basic personality needs "lower-order" needs and self-actualization through achievement in school learning the highest order of need. Basically the job of teachers and counselors is to analyze each situation as best they can, provide a setting for school achievement by the individual in at least one class, then help the student understand that achieving in itself satisfies a real need and that it results in more of the very approval that meets his other "lower-order" needs. Many home economics teachers, employing this technique, have been amazed at the near-miracles wrought by real achievement because the homemaking learning was commensurate with the ability of a discouraged Latin student, for example.

To illustrate this rather theoretical explanation, let us use the case of Julia. The counselor was informed of Julia's decision by her mother.

From the parent's tearful declaration that she had "done just everything for that girl!" the counselor got a picture of an unduly protected girl who for the first time was savoring the joys of independence and was not about to forgo them, no matter what the loss in school achievement. After Julia was "at liberty," the counselor invited her to talk to his ninth grade guidance groups on "The ups and downs of holding a job." He alerted her teachers to try to find opportunities for independent responsibilities for Julia as fast as her achievements warrant them. The prognosis so far? Favorable!

Some disgruntled teacher has quipped, "Half of a teacher's time and two-thirds of her wit must be spent in making students want to learn!" Even relatively young instructors gripe about this state of affairs and are certain that they never acted as their present students do! Like it or not, however, teachers must accept that student motivation is the key to success in school and employment. Since the lack of motivation for work of any kind is so prevalent today, the reasons for this phenomenon become important.

A fundamental reason for lack of interest in self-discipline is suggested in a report on a ten-year research project on illegitimacy. This valuable book is by the noted sociologist, Dr. Clark Vincent of the National Institute of Mental Health in Washington, D. C. The title is Unmarried Mothers, Free Press of Glencoe, 60 Fifth Avenue, New York City, 1961, \$6.00. Dr. Vincent points to our recent "philosophy of fun" as the source of this and many other social problems. He declares that children are reared by it; if a child enjoys something, then that something is supposed to be good for him. Teachers are warned that a child will learn more and faster if he is "having fun." Personnel relations in business and industry increasingly stress the necessity of making the work enjoyable and having the employees feel that they are "just one big happy family." "Not merely the mass media but many serious writers," he says, "extend this to sexual relations, before and outside of marriage. Sex is fun but don't get caught."

His findings lead him to believe that irresponsibility and lack of self-discipline are widespread through the entire population, not merely in the part with limited educational, social, or economic background. Incidentally, too, Dr. Vincent discovered that these characteristics are not limited to the very young. The proportion of unmarried mothers who are between twenty-five and thirty-four years of age has been increasing rapidly.

How can disinterested students be persuaded to stay in school?

This "philosophy of fun" may be at least partly responsible for another reversal in today's society. Dr. Conant and Dr. Handlin, from their perspective of education as it exists at Harvard, tend to believe that (in Dr. Handlin's eloquent words) "...only the misfits or the children of the very poor and underprivileged are pushed into the narrowing range of employments from which there is no exit." Observations in high schools and colleges, as well as recent studies, indicate that premature withdrawal from school is definitely not limited to the objects of Dr. Handlin's compassion.

However, more boys than girls do drop out of school. Studies show that girls are less likely to get restless; they have less difficulty adjusting to the demands and expectations of school because they conform more readily

than boys. When matched with boys of similar ability, girls are more successful in classroom work.

Yet teachers wail: "I've had three F.H.A. officers drop out of school this first semester! How can they throw away their lives like that?" Of course, these girls have their reasons--and tragic reasons a few may be. Usually, however, the reason is an indifferent lassitude, an allergy to organized tasks. Ruth Hill Useem points out that teachers and counselors have previously worked on the assumption that their girls had goals; the educator's role was to help them achieve these. In contrast, today's girls do not have goals. How can such girls, entirely capable of high school graduation and, in some cases, even further education, be persuaded to stay in school?

Up to date only a few school systems have organized programs for tackling this problem. From a Guidance Newsletter distributed by Science Research Associates in November, 1957, the following ideas have been briefed.

- * In Hastings, Nebraska, identification of potential dropouts begins in junior high school. Each is assigned to a teacher in the subject he likes best or does his best work in. Standardized test results have shown that eighty to eighty-five per cent of these students have the ability to do high school work. Of 130 students classified as potential dropouts, forty-three stayed to graduate.
- * In Newark, New Jersey, the dropout rate fell from 40.5 per cent to 26.5 per cent through applying the principle that, if a student is interested in even one subject or one activity, he often will remain in school for that reason alone.
- * Toaz Junior High School, Huntington, New York, reports that a year's required course on occupational trends and job requirements led twenty potential dropouts to enroll in the senior high school the next year.
- * Buffalo, New York schools cut their dropout rate from forty per cent to six per cent through a comprehensive program of home visits, individual guidance, help with course planning, and a high school orientation program that included "big brothers" and "big sisters" to help individuals.

Even just one teacher can accomplish a lot for special students in her classes. For example, an over-age boy in a mixed class in home living had given generously of his time and ability to construct cages for rats in class experiments. He also found time to feed and care for "his" rats over week-ends when his classmates in the eighth grade were always far too busy. Through his interest and responsibilities in this one class he was finally persuaded to continue in the ninth grade and eventually graduated, after getting off to a poor start in the elementary school.

Then there is that technique of home visits that Buffalo apparently used so successfully. Someone has said that "The first test of maturity is to ask one unpopular question." Let us be very mature by asking ourselves

several questions, if we happen to have this privilege in our present positions.

- * Have we on home visits been alert to home conditions and/or family comments that might portend an early dropout? (See page 309 for suggestions)
- * Have we worked into discussions with parents and daughters pertinent facts on future trends, such as are reported in this article?
- * Have we tried to analyze home situations and to suggest preventive measures that might avoid or reduce girls' lack of motivation?
- * Have we accepted occupational planning as of equal importance with personal and family problems during individual or group conferences at home or at school?
- * Have we been sympathetic with the management problems of students who are hardpressed by the demands of part-time jobs that are necessary if they are to remain in school? Perhaps adapted their problems to classroom teaching or to our home experience requirements?
- * Have we shared information gained on home visits with our school counselors and with other teachers, and solicited their cooperation in encouraging students to stay in school?
- * Have we noted the name of some past dropout now unemployed who might be persuaded to return to high school under favorable conditions?

How can parents be led to influence potential dropouts constructively?

In his introduction to Slums and Suburbs, Dr. Conant emphasizes the vital importance of parents. He states and develops at length this basic concept: "...to a considerable degree what a school should do and can do is determined by the status and ambitions of the families being served." A 1960 survey of 600 high school seniors who entered the labor market indicated that parents ranked far ahead of teachers and counselors in significantly influencing the vocational choice of these youth. Ever since Florence Corbin of Nebraska made the first study of what influenced girls to choose home economics as a college major, all investigations have supported this same conclusion. Indeed, we in home economics and elementary instructors have been the two groups of teachers more generally realizing the influence of parents.

Both parents and teachers realize full well that adult-adolescent conflicts over work are inevitable. As Dr. Karl Menninger says, "The way in which a man works is a measure of his maturity." A teen-ager in the Camp Fire Girls' national study wrote: "I don't like to wash clothes, wash dishes, dry dishes! I don't like to make my bed or clean my room, and I'll tell you another thing--I dislike my brothers." Almost all these girls were tremendously interested in marriage--the sooner the better--in having their own homes and "several" children. But these same girls were equally uninterested in cooking, caring for a house, working with little children. Such confusion appears to be the height of immaturity!

In spite of all this, parents and teachers also know that teen-agers are eager to prove themselves grown-up and independent. They want to assume real responsibility and be full participants with adults in the affairs of the world. They perceive a "job" as offering such satisfaction, hence the motivation of work in preference to delegated tasks at home or at school.

In a 1958 report on a research project at Purdue University, Coster found that the low-income student is less likely to enjoy strong parental interest and support. Unfortunately, the teachers in Elmtown's Youth were equally uninterested and unhelpful. Sometimes neither teachers nor parents seem to care what these students are doing. For instance, where was the parental interest in the unexpected acquisition of the radio by the Los Angeles boy in the Gallup survey? Yet the same survey indicated that nearly seventy per cent of American youth turn first to their parents for guidance. A great increase in the school's contacts with parents for a mutual sharing of information related to the future of their adolescents certainly seems indicated.

As an example of this recommended "mutual sharing," let us explore just one angle of the many-faceted problem of money since we used the illustration of the stolen radio. Economic need in the family appears to be the first reason for quitting school teen-agers almost always offer teachers and counselors. In one city investigators, talking with parents, found that many parents reported that they felt able to keep their children in high school until graduation but not to supply the "luxuries" their sons and daughters thought they must have. But no one should be greatly surprised to learn that high school students frequently want to leave school and go to work in order to provide for themselves some of the goods and services most adults of today are unwilling to do without.

What can the school do to reduce these "hidden costs" of education? The obvious answer seems to be for the school to meet costs involved in courses and extracurricular activities. For instance, should the school pay for food costs in the high school home economics classes? Actually, most schools already do, or have some plan for eliminating fees for needy students in the same way that meals are provided to such youth in the school lunchroom. Should the school pay for the fabric and findings used in teaching students to sew? Ah, there the problem becomes more complex! A few schools have worked out a complicated plan whereby public aid funds pay for the materials; when completed, the garments are distributed to needy clients of some public agency. But what happens to that all-important motivation of students learning under such conditions?

In low-income families both parents and teen-agers often feel pretty hopeless about the possibilities of satisfactory future employment. And well they might as they see older unemployed youth walking the streets! According to Conant's findings, the situation is particularly acute for Negro students. He argues strongly that "There is no reason to believe that these students as a group are inherently or genetically less capable than average students, but apparently because of some types of experiences in their lives under-privileged youth, both white and colored, have been unable to develop their intellectual skills." Basically this is probably the most hopeful conclusion in his entire volume. But obviously tremendous problems still await solutions.

What responsibilities must be assumed by communities?

A special feature on "The Serious Problem of the School Dropout" in Illinois Education, January, 1962 strongly emphasizes the importance of community consideration of the current proposal to raise the minimum school leaving age to eighteen years in the State of Illinois. Dr. Charles Matthews of the Quincy Youth Development Project warns in his summary, "If any such revolution in educational objectives, methods and subject matter is to occur, . . . as is implied by our knowledge of the school dropout, intelligent and determined moral and financial support will be required from the public."

Perhaps this is the strategic moment to start a concerted attack upon the problem of educating and involving the public, in spite of the fact that financial support for even our present programs seems to be increasingly difficult to secure in some areas. As has been mentioned earlier, State Superintendent Wilkins is pressing home the economic losses that are inevitable from school dropouts. Dr. Matthews recognizes the tax problems but states, "However, successful programs which prevented early school leaving and the consequent personal and social loss could well multiply their costs with returns to the community in the form of better social and personal health, better workers, and reduced expenditures for welfare and crime."

Lay participation in educational planning is more and more essential, as well as being a part of our American tradition. All investigations have recommended cooperative efforts to study and find solutions to the local school's problem of dropouts or of high school graduates who are unwilling or unable to continue their education but likewise unable to get jobs. No phase of the school's program so greatly requires the full cooperation of the public as that phase dealing with the world of work. On the other hand, no other part of the school's program is so readily understood by the public. As employers, members of the public will use the products of the school. Every executive knows, in terms of "breaking in" new employees, the economic implication of the research finding that "the early school leaver is the job jumper." The extensive discussions concerning the difficulty of getting into college are paralleled by equally concerned talk on how well the local school is preparing the non-college-bound for job competency. Hence employers are especially interested and capable in assisting in the preparation of programs that will help students develop such competency.

In speaking of the public, everyone is included--laymen, parents, employers, workers, little businessmen, industrialists, students, teachers, service clubs, and private as well as public community agencies and organizations. Techniques for the full utilization of the public includes the trades commissions made up of workers and employers in the area of each vocation where pre-employment education is proposed, the familiar (but still too rare) advisory board, and more informal groups for ad hoc committee action. It is essential, however, that such groups remain advisory in character and broad in scope so that they do not, in their enthusiasm, promote the development of a particular program at the expense of students' total education. For example, Dr. Matthews recommends that girls receive pre-employment education and participate in appropriate work-experience programs but reminds his readers that special attention should also be given to girls' preparation for marriage and family living.

Individually and in groups, citizens can contribute more than money. Their active encouragement and up-to-date information are invaluable. Here are a few of the forms these may take:

- * Continual reorientation of teachers and counselors to the demands and problems of business and industry. The Business-Industry Days that provide for this through talks and field trips for every teacher in a school system are common in Illinois; perhaps the present urgency may help planners to improve these experiences, especially if students must be kept in school until the age of eighteen.
- * Offerings of similar information to parents in widely advertised open meetings. Leaders in the labor and management groups could "talk up" the meetings, clergy could promote attendance, and elementary and junior high school as well as senior high school administrators and teachers could interpret such meetings not only through PTA organizations but also reach non-members of the PTA through flyers sent home from school with students.
- * Frequent talks to students, not just on "Career Days," to present a wide variety in job conditions and trends. Where economics is studied by only a few students in the local high school, as is all too frequent in Illinois, some applied economics could be included for the general educational background of the future citizens.
- * Provisions for individual and group efforts with the major goal of raising the aspirations of youth to a point commensurate with their potentials.

The National Urban League with headquarters in New York City has developed successful techniques for working with Negro youth that offer excellent suggestions to teachers and other leaders starting to work with them.

The well-known Horizon Project in a junior high school in New York City is an illustration of what a reorganized school program can accomplish with generous support from the public. It is frequently described in professional journals.

The article on "Big Brothers in America " in a January Saturday Evening Post gives examples of the effectiveness achieved through a combination of group and individual efforts. Perhaps it is high time to organize a "Big Sisters" movement?

"New York City's Privileged Teen-agers" in the February, 1962 issue of The Ladies Home Journal describes in considerable detail the types of volunteer community services that the "privileged" youngsters enjoy. These same services are needed in many communities, large and small.

- * Visits to individual parents as recommended by Mr. Wilkins in his proposals for Boards of Education assuming responsibility for the selection and preparation of laymen for such visits. Such plans would seem to be best adapted to rural and small town communities.

- * Organized community plans for breaking down racial and other barriers in employment; Dr. Conant remarks that "As we now recognize so plainly but so belatedly, a caste system finds its clearest manifestation in an educational system," but sees this as a natural result of employers in hotels, stores, laundries, etc. limiting their hiring to the white race, the native citizen, and other undemocratic practices.

Experiences for learning responsibility

Newspapers and other mass media are often loud in their condemnation of today's youth at every educational level and various socio-economic levels. Major General Victor Krulak, Commanding the Recruit Depot of the Marine Corps at San Diego where 20,000 youth pass through his command annually, is the author of a recent blast in which he declares that, though American youth may be "basically sound," he finds all of them "ignorant, soft, and irresponsible." For these deficiencies he blames respectively the schools, the parents, and society in general. But, as Mrs. Millicent McIntosh, President of Barnard College, once commented: "Parents and teachers might well talk less to young persons about 'taking responsibility' and do more to provide youth with opportunities for service." Such experiences in learning responsibility may be secured in different ways.

- * Until recently many youth, except perhaps the most disadvantaged groups in metropolitan areas, have been able to find jobs during school vacations. Opportunities to do this are becoming fewer every year; the "silver cloud in the lining," however, is that from one-third to one-half of the student bodies of Illinois high schools are now studying in summer schools. While part of these programs are remedial in nature, most are designed for further improving the college-bound students. Other boys and girls, with less zest for learning, play about and/or often get into mischief.
- * Some ambitious and usually needy students manage to hang onto part-time work, even during the school year. If this is as maturing and valuable an experience as it is assumed to be, are teachers giving through classroom teaching appropriate encouragement to the idea? Or do they thoughtlessly deplore the inconveniences and losses in extracurricular participation that a part-time job makes almost inevitable?
- * Dr. Conant describes present work-experience programs provided by high schools in favorable terms. "Formally organized vocational programs supported by federal funds allow high school students to gain experience in a field of work which is likely to lead to a full-time job on graduation." These are the diversified occupations in local businesses and industries and the distributive occupations in merchandising fields. In both programs the student attends school half-time and works in a regular job the other half during the last two years of high school. He receives hourly remuneration for his work, and has the advantage of cooperative educational supervision from both his employer and the school's work-coordinator who usually also teaches him in one course daily.

- * In cities special technical schools provide general education and trade training, plus work-experience set up in the school itself. With so few of these in operation, no clear-cut pattern has emerged in terms of grade allocation of offerings in homemaking and family living, of work experiences within the school, and of work experiences out in the community. The latter may be secured in retail establishments but more often in community centers for care of the sick, the aged, and young children.
- * In all but the very smallest communities there are opportunities for adolescents to render community service, but at little or no pay. Invest Your Summer, a bulletin published by the Commission on Youth Projects, 257 Fourth Avenue, New York City, points out the highly significant value of community service and ways through which effective work habits and attitudes can be developed. Since there must always be some voluntary community service, as well as that done by professionals, these opportunities often have a strong appeal to girls who come from comfortable homes and assume that volunteer service, rather than paid employment, will be their contribution after marriage. Often the needy girl cannot afford the clothes, transportation, and other expenses entailed. As one youngster, almost in tears with frustration cried, "I'm every bit as noble as Selma and Doris--only I can't afford to be!"

What changes in the curriculum are recommended by authorities?

Since 1900 the total population has merely tripled but the high school student membership has been multiplied fifty times in the same period! As a nation we are committed to the belief that, while people differ in their rate of learning and their special aptitudes, interests and circumstances, all can benefit from increased and diversified educational opportunities.

Dr. Conant believes that "in a heavily urbanized and industrialized free society the educational experience of youth should fit their subsequent employment." Dr. Earl Bedell, writing on "Vocational Education for Divergent Youth" in the American Vocational Journal, January, 1962, sets high expectations for future levels of education to be attained. He estimates that twenty to twenty-five per cent of all citizens must operate at a professional level. He believes that sixty to sixty-five per cent must do technical and skilled work if our economic strength is to be satisfactory. Never yet have we attained these goals; quite clearly new heights in education must be achieved by a far larger percentage of our population than ever before.

Dropouts and high school graduates who are unemployed must obviously provide a part of these two groups. To upgrade so large a proportion of our population offers a truly fearsome challenge to educators! Research in education has been previously starved for lack of funds. Compare, for instance, the money expended for armaments research with that for education! Already some realization of the urgency of this need is being recognized. More funds will be forthcoming. But the number and quality of research workers may prove to be a serious bottleneck. Perhaps the resourceful workers in motivation research for advertising need to be transferred en masse to education problems.

Some investigators have found as high as seventy per cent of the drop-outs and unemployed have the native capacity to learn far more--but not the least desire to do so. The challenge for research workers, and later for the practitioners in the field, will be to distinguish between student capacity and motivation. Many people are predicting that freedom to assume responsible work, even though under guidance, will prove to be the most effective motivation discovered. Russian educators are utilizing this technique, even in the elementary schools.

Dr. Bedell calls the less talented youth "divergent," Dr. Conant "academically untalented." Both authorities state that more jobs must be found for them to keep them from living their lives on relief. In Germany the potentials of such youth are individually, patiently, and skillfully developed to the maximum. In England farming, distribution, and other simple routine jobs are disappearing so rapidly that Sir George Thomson of Cambridge University in his The Foreseeable Future seriously proposes: "Will our descendants have to preserve inefficient ways of doing things in order to keep employment for the less gifted intellectually? A wiser course would be to use some of these men and women to humanize a civilization grown too mechanical. There are plenty of jobs--tending the aged is one--where kindness and patience are worth more than brains. A rich state could well subsidize such work." Outside of Russian innovations, this is probably the most humane and imaginative proposal yet made. Before you reject it, take some time to consider the possibilities.

A few years ago we might have said that the patchwork type of high school curriculum revision while obviously not satisfactory, was still the only practical one because of the vested interests which are adhered to tenaciously not only by the teachers but also by the parents. The Sputniks shook up those vested interests and we have had great changes for the college-bound students in high school. Now we prophesy that the mounting numbers of the unemployed will hasten the public's acceptance of changes in the education of the less talented. Briefly, we list here some of the changes being generally proposed.

- * A broad, shared, common base of knowledge is essential for everyone. The more basic knowledge a woman has, the more adaptable will she be for the changes she will inevitably face. Moreover, many of the occupations of our society which take a relatively limited time to learn take so little time because of this backlog of basic knowledge.
- * School people have always recognized general education as essential to job effectiveness, but youth often resist this type of offering. Hence, the academic courses required must be limited in number and very thoughtfully chosen for such youth. And public demand will force teachers henceforth to put forth greater effort and achieve better results in motivating students to develop up to their maximum potential.
- * The responsibility for any job quickly shows students their need for adequate and written communication if they are to hold that job. But reading Silas Marner, for instance, is not the answer these days. Much more appealing because related to employment is the reading for and preparation of a "Job Hopefuls" booklet on their own qualifications, as recommended by one English teacher.

- * To prevent school failures becoming citizen failures, offerings in Social Studies must be revitalized through also being related to employment. The fact that unions are now successfully emphasizing education programs for workers as citizens indicates that, while high school social science courses had proved difficult and dull, even more advanced subject matter now is seen as comprehensible and worthwhile. The basic concept underlying the union offerings is "The cost of a thing is that amount of life which must be exchanged for it." Girls and women especially need to understand:

Their rights and privileges in terms of wage and hour standards
 Unemployment insurance
 Workmen's compensation
 Health insurance
 Social Security with its frequently changing provisions
 Consumer protection laws
 Facilities for health, recreation and investment provided by their employers
 Facilities for health, education and recreation provided by their communities

- * To carry on their own business, to function acceptably in most jobs, and even to read a newspaper halfway intelligently the fundamentals of mathematics are imperative for slow learners to live in today's and tomorrow's world. Fortunately government subsidized programs of research and teacher in-service education are hastening the day when this goal will be achieved.
- * Beyond the fundamentals in these three areas of subject matter, English, Social Studies, and Mathematics, there seems to be growing a consensus that courses in homemaking, family living and job training will be of more worth to low-average and dull-normal students than would be additional elective courses in academic fields. "Academic," as used here, would not include offerings in physical education, music, art, or driver training.
- * This planning leaves to job-related courses the responsibility for interpreting to students basic science principles through their practical applications in such courses. For suggestions on how this may be accomplished read Aleene Cross' article, "Natural Sciences in the Home Economics Classroom," in the November, 1961, issue of the American Vocational Journal. Of course, behavioral sciences are also to be applied.
- * Reduction of academic courses permits increased time for nonacademic elective sequences for the less talented students. Authorities in both general and vocational education are now coming to agree with Conant that the present adequacy of these sequences is questionable and are urging parallel work experience programs in and outside of school.
- * A trend rather than a recommendation may be developing from pilot programs that introduce to all students early courses designed for personal living. Examples of these are the highly successful courses

in personal typing now being taught in the sixth grade and the rewarding offerings in Home Living in the same grade. Such courses are in harmony with the philosophy that the elementary curriculum should meet the common needs of all children.

- * A second trend seems promised in the widespread increase in technical institutes and junior colleges where additional education will be available to those young women who devoted a good deal of their high school study to the dual function of preparing for homemaking and earning. As Conant remarks, qualities of leadership, perseverance, honesty and commonsense are not limited to the academically talented. Later study designed to improve their work on the job or their management of homemaking may well be in order for many of these women.

How Can the Dual Function of Vocational Home Economics Be Realized?

"Vocational Home Economics has a dual function of preparing girls for efficient homemaking and for helping to supplement the family income."

So states Dr. William B. Logan, President of the American Vocational Association this past year, in the February, 1962, issue of the American Vocational Journal. If you have conscientiously read the earlier pages of this article, you will know his reasons.

We are not only in hearty agreement with Dr. Logan; we would go one step further. We would say that ALL home economics has this dual function! For example, the home economics program at Mooseheart Schools is not vocationally reimbursed. Yet these orphans, cared for and educated until after high school graduation by the Moose Lodge, face the same future "two lives" that all young women do.

In this final section we propose to present descriptions of pilot programs that give us confidence that this dual function can be realized through changed emphases in elementary schools, in home economics classes in junior high grades, and in the later years of high school. Remember, please, these accounts are not visionary ideals; they are programs actually in progress.

"One of the greatest experiments in the history of education"

This is the considered evaluation by General Superintendent Benjamin C. Willis of the Doolittle Elementary School Project in Chicago. From the volunteer efforts of half a dozen teachers under the guidance of Dr. Clyde Arnsperger and Dr. Harold D. Lasswell of Yale University, this project's demonstrated success has won from the Wieboldt Foundation \$450,000 to finance its extension to all eighteen elementary schools in Chicago's District 11.

Observers of the educational activities in these elementary classrooms are amazed and excited by the social behavior and scholastic achievement of children from some of the poorest homes in the city. "What is the key to the mystery?" they ask.

As home economists, we believe that this experiment is of supreme importance for all elementary schools, not merely those in poverty stricken slum

neighborhoods, although in such an environment the soundness of a theory certainly receives its acid test! Note how splendid a foundation for home economics the attainment of the following four purposes would furnish.

- * To develop an understanding of social values among elementary school children
- * To improve the inter-personal relationships among all participants in the project--pupils, teachers, parents, administrators, and consultants
- * To help participants better understand and practice the democratic process
- * To provide leadership in the creation of classroom practices designed to facilitate each of the selected values

What are these values? They are only eight in number, instead of the usual lengthy catalogue of virtues. But these eight actually permeate every aspect of education every day through the first six grades! The experiment is thus making a massive, concerted attack upon a sharply focused problem, and results are phenomenal.

Dr. Arnsperger and Dr. Lasswell have classified all major social values sought by man into the following categories in which each person must have some satisfaction before he can be a completely healthy person in his mind and his emotions. The school's great challenge is to create an environment in which every child can achieve his full potential as a person of worth and dignity and a productive, creative worker because he has gained these values.

- * Rectitude--A sense of personal responsibility for his own standards and behavior everyday, for his moral and ethical practices
- * Respect--Recognition for himself and others based on merit and consistent with human dignity
- * Enlightenment--Knowledge about the past, present, and future relative to problem-solving and important decision-making
- * Power--Participation in making decisions which affect his life
- * Skills--Full development of potential talents which include mental, manual, social, aesthetic, thinking and communication
- * Economic security--Goods and services adequate for basic essentials of physical life
- * Affection--Love and friendship given and received through family, individuals, and groups
- * Well-being--Mental and physical health gained through realistic efforts to overcome the tensions of frustration, fear and anxiety, ultimately leading to maturity, the major aim of the school

In a 1961 book, Personality in Social Process, Dr. Arnsperger has stated the underlying theories within the Lasswell social context; a paperback copy

may be secured for \$3.60 from the Follett Publishing Company. A somewhat similar book which you may already have in your library has been written for parents in a simpler style. It is Everybody's Business--Our Children by Mauree Applegate, Row, Peterson and Company, Evanston, 1952, \$ _____. Perhaps reading Miss Applegate's book, written in a very popular style, might precede Dr. Arnsperger's which is recent and valuable but distinctly scholarly.

What we really wish each one of our readers could do would be to visit Doolittle School to see these theories in action--the excitement of the teachers, the enthusiasm of the youngsters! One dark morning recently a primary teacher had bright yellow hair bows for each little girl and the youngsters looked like little buttercups bobbing their heads as they said a warm "Bonjour mes amis" and called a cheery "Au revoir" to their visitors. The internal controls achieved by these children are matched by the amazing attainments in subject matter. For example, a mathematics group was bubbling with enthusiasm as they were plied with such questions as "Who were the Mayans?" "What numbering system did they use?" and "What system did the Greeks use?"

Baseline measures with frequent repeats are taken in all schools to test the major hypothesis of the project: "A statistically significant positive change will occur in the following areas--

- Social value status of school children
- Social behavior of school children
- Scholastic achievement of school children."

Such scientific records are essential in an experimental project of consequence but before-and-after observations offer more than enough empirical evidence to thrill the teachers and the parents.

As rapidly as possible Chicago hopes to extend the techniques of the Doolittle Project not only to other elementary schools but also on into high schools. These techniques involve realistic efforts to relieve the tensions caused by failure to achieve values through:

- Retrial
- Reinterpretation
- Substitution of goals more in line with capabilities of individuals

Quite obviously these techniques can operate at increasingly mature levels in junior and senior high schools.

Should high schools prepare students for the "culture shock" of work?

Entrance into the adult work world of today is difficult. Kirk Danse-reau, writing in Teen-Age Culture, the November, 1961, issue of the Annals of the American Academy of Political and Social Sciences, contends that teen-agers recognize the values of work but are more and more forbidden to enter the adult labor market and, "in the absence of creative alternatives, are compelled to go to school even when school is wholly non-functional to them." What "creative alternatives" can home economics classes offer?

D. C. Miller and W. H. Form, specialists in industrial sociology, define "culture shock" as the revulsion the young worker feels against:

- * The routine of repetitive work
- * The fatigue of hard work
- * The commands of an authoritarian supervisor
- * Dishonest business procedures
- * The deviant personal habits of fellow workers
- * The insecurity of work

These same specialists report that their research indicates that teenagers are further discouraged and confused by five contradictions that they encounter.

- * A young worker must learn to accept responsibility, he is told, yet he cannot get a job which requires responsibility
- * He must work hard, says the norm, yet he notes that employed workers apparently do not consider this necessary
- * He must learn to get along with others, yet he is also urged to be aggressive to get ahead
- * He must learn the value of money, yet he observes that the rich did not get that way by saving pennies
- * He must learn to hold a job, yet he notices that those who get ahead move around

In light of these realistic facts, one can readily appreciate that the usual pious platitudes that schools offer do appear non-functional! Miller and Form believe that these factors have their impact upon both prepared and unprepared new workers, and regardless of the age at which they enter the world of work. Since school-leaving laws keep most youth in junior high schools, development of work habits and attitudes seems to be an imperative goal at this educational level. And in practically all home economics curriculums this goal does appear. Yet probably the most common complaint of home economics classes by dropouts is that they "didn't learn anything practical!" Pressed for constructive suggestions, these dropouts in light of their later disillusioning experiences in both homemaking and jobs, offer such comments as these:

- * "We shouldn't have been allowed to skip out on jobs; no boss--or husband--will stand for that!"
- * "My boss has taught me how to manage my short-orders job, and now I manage better at home, too; seems like we could have learned that in Foods."
- * "My best idea for you would be to make the girls stay at a job until they get wise to the way they'll have to do the same thing over and over when they go to work."
- * "We could have been made to deliver at a certain time, especially when sewing; you can't take your own sweet time in business!"
- * "Working together was fun but maybe we'd better have worked alone the way you have to on a job even in your own kitchen."

What work habits and attitudes are most important to establish?

That habits influence work productivity no one would deny. Moreover,

since attitudes are learned, attitudes become habits. Consequently a sharp separation between the two is very difficult for students in junior high school to comprehend. Even authorities on work tend to treat habits and attitudes together.

Several home economics teachers in Illinois have surveyed employers of their past and present students in attempts to discover the most essential work attitudes and habits. Urban or rural, large or small business, responses from employers were surprisingly similar. In general the most sought characteristics were:

- * Promptness and dependability versus absenteeism
- * Cooperativeness versus not doing fair share of work
- * Physical stamina versus dawdling and complaining
- * Orderly management of time, equipment, motions versus disorder
- * Pride in a job well done versus no recognition of shoddy work
- * Acceptable versus unacceptable personal appearance for the specific job

Are not these characteristics the same ones that we are trying to develop in our classes in homemaking? But how are we doing? Not too well, according to these same employers! According to sociologists, all America has been enjoying a "stampede away from responsibility." Adults as well as adolescents, employers as well as parents--yes, even teachers are included! Perhaps some of us need to examine our own habits and attitudes?

How can changes in junior high school students be motivated?

Learning to work is one of the developmental tasks young people face in growing up. An introduction to the world of work, if appropriate to the individual growth level, cannot come too early, we are now told. In part at least, this stems from the fact that youngsters are eager for the status of adulthood, and a job to them implies such status. The following are a few of the techniques we have found successful in interesting girls in junior high schools.

- * Help them to discover for themselves the "two lives of women." Ask for volunteers to collect numerical facts concerning proportion of employed homemakers from any local sources available:

Neighbors, relatives, friends
Teachers, clerks in a store, or other groups
U. S. Employment Service or similar office

Summarize conclusions from all collections and compare in general with the statistics furnished in this article.

- * Stimulate them to study the kinds of jobs now held by girls who attended but dropped out and those who graduated from the local high school. Some high school offices and/or school counselors have this information already available; in other schools you and the girls may have to make your own survey but at this age the resulting interest is worth the time and effort.

* Encourage students to identify and invite resource persons to talk with them about various facets of the subject. Some of these may be:

A school counselor or work coordinator
One or more local employers of girls and women
Selected working wives and mothers

Again, the very ideas offered in this article will come out in such discussions. The great difference is that these ideas they discovered. We have been surprised by one unexpected dividend from these experiences; parents galore have reported that their young hopefuls have voluntarily expressed the conviction that "Gosh! I guess school isn't so bad after all! Prob'ly I'll stick it out and graduate even!"

Perhaps this is as good a place as any to remind you that parents, too, need some of the facts that we must face in the future. Indeed, we would advise you to "get parents into the act," as students say, before you start a project with their girls. Every school administrator is being vigorously prodded to do more than he has been doing about dropouts and pre-employment education, so you are sure to find him a willing ally. Newspaper articles could readily be prepared from information in this issue and the local facts accumulated. School board members, thoroughly alerted to the problem, can try to interpret the facts in the community groups to which they belong.

As always, however, informed students are our best interpreters. Each girl needs to know in every school innovation what she is doing and why. In an article on planning needed to handle school criticism in the Winter, 1962, issue of SRA Insight, Dr. Irving Melbo declares that "In the competition that now exists for the attention of the human mind, this is perhaps the single most fundamental point at which the inception of criticism may be prevented."

How can good work habits and attitudes be taught?

We will grant that at first every bit of conviction and enthusiasm that a teacher can muster will be required to meet the disappointed students' wails when they find they are neither going to cook nor sew--merely "find out things." When very soon they discover that these "things" are not even known by many local adults, they begin to feel important and well-informed. But they still have their bad habits that employers deplore!

Analysis of our experiences seems to indicate that in teaching, as in other kinds of work, attitudes and habits are all-important. The lengthy, continuous struggle that conscientious parents go through in trying to establish good habits in their children has to be duplicated by instructors in schools, we have decided. For example, there probably is not a home economics teacher living who has not at one time or another used check lists on good work habits in a foods laboratory and in a clothing laboratory. Excellent check lists, too! But used for how long? Willingness to continue use long after the idea has lost its charm for teen-agers is an attitude we are going to have to acquire. Lack of thoroughness in this regard is a habit we are going to have to change.

Understanding why certain selected attitudes and habits of work need changing is not enough to do the trick. Logic will persuade neither you

nor your students.

Psychologists tell us that, before attitudes are influenced by a teacher, the teacher must in some degree be an identification figure for the student. Before any individual can be an identification figure for another, two conditions must be satisfied: (1) the identification figure must have sufficient status so that adopting his attitudes will be rewarding for the person; (2) a unique relationship must be established between the identification figure and the person. Then, alas, they tell us that the factors influencing the establishment of this relationship are not known as yet.

We are inclined to think that a strong feeling of sharing in a struggle toward the attainment of a mutually established and accepted goal may be a vital part of the relationship. Let a student see that you forgot to check on her results just as she forgot to clean the sink, that both of you have to pay the price involved in correcting an undesirable work habit--and that both of you believe that you can do it. Do not forget that the near-miracle results at Doolittle School are being accomplished by the same teachers as before--but now fired with a clear vision of their common goals and a firm belief that they can be achieved.

Otherwise, most of the techniques that we have used in trying to teach good work habits and attitudes to girls in junior high schools are those you, too, have used but probably not with the dedicated zeal required to "go that last hard mile" with individuals. Young adolescents naturally suffer from distraction so that "backsliding" in habit formation may be expected in varying degrees in different students--"the impossible just takes a little longer."

A specific example of dual learning in the eighth grade

If you will re-examine the boxed lesson on small equipment reported in Volume V, No. 6 as used in a beginning class in home economics, you will perceive a truth that many of us are slow to recognize. Teachers tend to assume that students have already acquired from their home experiences much common information and satisfactory work habits. On the contrary, for most students teaching is essential. "Aunt Ella" rightly emphasized the recognition, selection in terms of purpose, use in terms of effectiveness, and the care of equipment before beginning laboratory activities. The potato-peeling experiment was designed to develop the attitude that all this knowledge was important. The follow-up teaching, as various tools were put to work, was designed to establish good work habits related to small equipment.

To illustrate how such a Homemaking lesson can be further enriched by introducing some basic concepts from the world of work, let us further consider this example of the potato-peeling experiment. In doing this, here are the steps that an instructor might follow.

- * Before the three girls begin their experiments provide the following observation questions for which each student is to try to discover answers and write these on the guide sheet as each girl demonstrates.

Time

1. At what time (see clock) did the experimenter start to peel?
2. At exactly what time did the experimenter finish peeling?
3. What was the total number of minutes used in the peeling?
4. At this rate, how many potatoes could the experimenter peel in one hour?
5. If an employee were being paid \$1.15 per hour of work, how much would the peeling of one potato add to the selling price at a cafeteria?

Standards

1. How well were the defects in the potato removed?
2. How much of the potato was lost in peeling?
3. How much of this loss was due to the knife?
4. How much of this loss was due to lack of skill of the experimenter?
5. If you were the manager of a cafeteria, what definite directions would you give to an employee hired to peel potatoes?

- * After each of the three experiments have been demonstrated, students may require a little additional time for completing their guide sheets for handing in to be graded.
- * The teacher's curiosity will undoubtedly lead her to scan students' papers as she prepares for next day's lesson. After identifying common errors and misconceptions, she may decide to use for class discussion the guide questions for comparing results of the three experiments.
- * Outcomes of the group discussion should (hopefully) be three fundamental concepts:

Time is money

Standards are important

Work requirements are similar, whether done at school, at home, or on a job

- * Review and drill on such fundamental concepts are essential for establishing them as firm beliefs and habits. Constant exposure to these statements on the chalkboard will help but in most classes additional similar learning activities will be required. Of course, these learning activities need not be limited to lessons in the foods laboratory.
- * Other comparisons may occur to the more creative students. For instance, one student made it her business to discover that the school cafeteria used a machine instead of handwork in peeling potatoes, then took delight in springing this fact as a bombshell on the teacher. With the zest of a fresh interest, teacher and students investigated the following questions, as raised by the class.

1. How many potatoes would the machine peel in one hour?
2. How much, if any, is the labor cost of using the machine for one hour?
3. What is the electricity cost in operating the machine for one hour?
4. What is the original cost of a potato-peeling machine?
5. What is the maintenance cost of a potato-peeling machine?

Thus, in very simple terms, students may be introduced to the pros and cons of automation.

- * Ultimately teacher and students should take time to evaluate the learnings achieved through this total experience in light of the time consumed. We ourselves discovered not only highly favorable reactions from students but also from their parents who had apparently been kept fully informed of this "different but awfully interesting" teaching.

Work experience to supplement classroom learnings

Home economists have long believed that continued practice of classroom learnings was necessary for fixing understandings and abilities. Usually these practice periods were expected to occur in students' homes. Most programs provide specific guidance through pre-planning of home practice and later some forms of evaluating and reporting on this otherwise unsupervised growth.

With an increasing number of mothers employed outside the home--and, for that matter, of the students themselves--home practices have become more difficult to motivate and guide. In addition to home experiences, simple experiences in the work of the school can be provided if opportunities for these are rotated among the students. To achieve even a simple work experience program of this type, a few requirements must be met.

- * An administrator enthusiastic enough about the values of such a program that he will help to develop a flexibility in the use of teachers' and students' time never before attempted
- * Understanding support of parents gained before any such arrangements are attempted; the media of mass communications in recent weeks have made parents more than ever aware of the maturing influence of guided work experience
- * Non-academic and academic personnel employed by the school who are willing to accept and guide the work of girls who, though theoretically prepared for doing a specific job in the home economics class, nevertheless can be expected to make errors since a policy of rotation limits the possible length of service of any individual
- * A "dedicated teacher" a la Conant (or the Russians) who willingly does the adjusting and work necessary to accomplish the following tasks

- * Locate simple repetitive jobs done in the school regularly for which directions could be prepared and used all year, and which could be performed during the periods when students are in her home economics classes
- * Submit to her administrator for suggestions and approval this list of jobs and her proposed ways of providing for class absences without undue loss of minimal learning in home economics by individuals
- * Develop plans, including cooperatively prepared direction sheets on jobs, with all school employees whom the administrator has indicated as willing to accept and guide students
- * Teach, individually or in groups, direction sheets for the various types of work experience; include the person who is to have actual charge of the student on the job in so far as is feasible
- * Keep in touch with and support in every way the persons who are making the plan possible; direction sheets may be improved and the teaching be focused clearly on major difficulties as student succeeds student in the same job
- * Encourage students who have had their turns at work experience to share with other class members ways they are finding these learnings useful at school and at home; many changed attitudes are caught, not taught, especially from peers

A work experience in action

To give our readers some sense of reality about these experiences, we have snapped some of them in action in the Mooseheart Schools. On the next page, Polly, an eighth grader is earnestly, almost grimly, trying to set up a daily menu board during her 15-30 minutes assigned to cafeteria work instead of attendance at her home economics class. Although this is not her first experience with this task, the photograph shows up her usual habit of "doing just well enough to get by" rather mercilessly. Some of the words and figures on the menu board are "out of line" but she fails to recognize this. She was deliberately photographed in the middle of transferring the cafeteria manager's notes to the board to illustrate the hit-or-miss order in which she attacked the problem, in spite of the organized menu supplied and the detailed direction sheets.

Do you have youngsters, full of vim, vigor and good will, who still suffer from similar work attitudes and habits? Even a limited period of genuine work will motivate changes that no amount of excellent teaching could accomplish! Did you notice the unique spelling of one of the desserts on the menu board? Class members certainly did! And the priority that Polly henceforth gave to spelling was an unexpected dividend from the experience.

Is so public a display of a student's inadequacies justified? Yes, if two conditions are met: (1) the student has average or better ability and (2) a correctly spelled and organized menu is provided. If the student in the photograph had been a slow learner, she would have been given help in her



management and her placing until she had these simple problems "licked." For that reason, the period spent on a single job is likely to need to be lengthened for the willing but weak students.

A sequence in the difficulty of work experiences

Exactly the same plan may be used in the ninth grade classes in home economics, except that individual differences have now become apparent in students. The \$64 question for teachers and counselors is always: "To what degree are these individual differences due to limitations in native capacity?" Seeking the answer to this vital question, a teacher may well consider records of work experience as well as results from tests.

Jobs of increasing responsibility and difficulty must be located for students of average and better ability; less able students may need to repeat some tasks of the previous year. Specialists report that the slow learners must experience success, even though it is on a low-level job, or they will become either apathetic or (less often) hostile to a degree that militates against further learning.



The second photograph, taken in another school cafeteria, illustrates two types of jobs that represent this increase in difficulty. Serving at the beverage urns involves accurate filling of cups and care in following safety rules, in addition to meeting the public satisfactorily. Accuracy on an even higher level is demanded at the check-out counter, as well as the ability to use a machine and meet the public.

The junior high school years offer to many students their last opportunity to master the tool subjects--arithmetic, reading, spelling--and there is nothing equal to work experiences for motivating serious study of these essentials of general education. Many students of various ability levels are "from Missouri" and have to be shown the relevancy to a job of competence in these subjects. Dr. Conant contends that appropriate contacts with the world of work definitely stimulate motivation for obtaining further education in all academic subjects. Obviously, such motivation is a vital element in the present widespread struggle to keep potential dropouts in school.

Work experiences within the senior high school

This next photograph might just as well have been taken in your high



school or any other during a unit on child development in the tenth grade. According to the twenty-year curriculum study made by Coon, however, far from all high schools devote enough time to the area of child development to make a "play group" of any length feasible. One study that investigated such play groups in high schools indicated that the reason given most frequently for failure to devote much time to the teaching of child development, to say nothing of trying to have children come to the department, was a lack of space and facilities. The next most frequent reason was lack of time on the part of the teacher for making arrangements. Not one instructor checked as a reason "lack of student interest in working with young children!"

First, let us look at this "lack of space and facilities." If you will examine the two recent issues of the Illinois Teacher of Home Economics that deal with space and facilities in homemaking departments, you will note that various suggestions were made for utilizing space available and that storage facilities were recommended for the special equipment and supplies needed when young children are brought to school for educational purposes. But the largest and most progressive comprehensive high schools are now incorporating a nursery school under the direction of a professional in this field; in the technical high schools in large cities a nursery school is already an established

feature on the ground floor, complete with an out-of-door playground. Should not more schools provide such facilities?

Two arguments are proving to be convincing to school administrators, parents, and taxpayers. With technology taking so much of the cooking, sewing, cleaning of clothing, and other manipulative activities out of the home, curriculum makers are placing the care and nurture of children and family members at the top of their hierarchy of values, so far as they perceive contributions our field can make to the education of all youth. Today even small high schools often have two classrooms of generous laboratory size assigned to home economics. Many authorities are recommending one all-purpose home-making room with highly flexible arrangements of equipment. The second room can thus become a nursery school for the children of working mothers with the primary purpose of providing adequate learning opportunities for all students in the senior high school.

The second, and usually decisive argument, is that a nursery school can also provide to selected girls work experiences that will develop skills up to the point that students will be welcomed for work under supervision outside the school. Money will be spent differently in schools of the future, we are told. New and increased emphases upon the provision of work experiences in many lines of work will almost certainly require and merit increased funds. We in home economics should not hesitate to request enlargement of our facilities for teaching child care and development when they can serve two such vital purposes.

All potential parents need the best possible understanding of children if our nation's family life is to be sound and stable in the midst of so many disintegrating forces. And some girls need to develop sufficient skill in this area that they can assume later responsibilities for children other than their own. Here are listed some of the employment possibilities for these girls. Most of these represent urban employment but the majority of all paid jobs today are in towns and cities--as are most of the people.

- * Assistants to professional directors of community child care centers
- * Assistants to directors of private nursery schools
- * Assistants on public playgrounds and in children's library rooms
- * Caretaker in children's rooms in supermarkets, theaters, restaurants, depots, airports, motels
- * Manager of family day-care home under a social agency
- * Assistant in the pediatric ward of a hospital or an institutional "home"
- * Sales woman in store departments specializing in children's toys, books, games, records, clothing, home furnishings
- * Worker in a school lunchroom of an elementary school
- * Nursemaid for young children of well-to-do families

Quite obviously the development of marketable skills will always require a training period considerably longer than that permitted in a general course in family life education. Moreover, often the girls who display the greatest aptitude and interest in care of children will be found among the slower learners. Employees need not only to love children but to understand their growth in terms of mental and physical health and to cope with their behavior in constructive ways. That is a large order! Much time spent with children under professional guidance is essential. The actual time required will vary with different students in grades ten and eleven.

Work experience outside the senior high school

No student should be removed from the rather protected experiences within the school until she is ready for the "culture shock" of the real world of work. Since the adjustment eventually becomes inevitable, meeting it under the sponsorship of the school seems preferable to meeting it alone after graduation. At the recent A.V.A. meeting, instructors of agriculture in high schools were exhorted to get their boys out onto commercial farms for work experiences; teachers of business education strongly supported an "increased use of cooperative work programs as a means of accelerating training and of providing better transition from school to work."

Limited space in this issue permits a brief description of only one type of cooperative work program. We have arbitrarily chosen to present work in hospitals since that is one of the better established and quite generally available ones. Because a hospital, like a hotel, may be said to be a "home away from home," skills needed are related to practically every aspect of homemaking instruction. This list of types of jobs does not include the work of a practical nurse for which technical training prescribed by law is required.



- * Nurse's aide--in a survey of hospital nursing personnel in sixteen metropolitan areas, thirty-seven per cent had no training beyond that gained in high school, twenty-two per cent were certified as practical nurses
- * Worker in food preparation and service in rooms, wards, and employee cafeterias and dining rooms
- * Worker in general hospital service--cleaning, housekeeping
- * Worker in linen room--counting, dispensing, repairing by machine
- * Helper in hospital's laboratories
- * Ward or floor clerk--demands some competence in typing, also
- * Information clerk or receptionist--typing helpful but not required
- * Special aide in office of resident physician

In the photograph on the preceding page, two twelfth graders, with their home economics teacher, are receiving instructions from a hospital administrator. For planning and guiding work experience programs, both within and outside the high school, a home economics teacher must be given ample time to make the complex set-up a success. Here is a bird's-eye view of some of her responsibilities as a work-coordinator when a program of hospital-school cooperation is desirable.

- * Secure general approval of the idea from the school administration
- * Request the superintendent of schools to open negotiations and make general arrangements with the hospital administrators
- * Propose the general plan to selected students in the twelfth grade who are interested and competent; secure their reactions, try to find answers to their questions: (Answers will vary in different situations)
 - What would I do?
 - Would I get any pay?
 - Who would pay for necessary bus fare, meals, uniforms, etc.
 - Would the hospital provide my food handler's certificate, insurance coverage while at work?
 - How could my school courses be arranged to provide time for work?
- * Serve as a liaison person when the program gets under way--supervising and evaluating work of students, re-teaching in school to meet individual and group needs, interpreting to avoid serious friction
- * Keep the public informed, creating an image of the program favorable to both the hospital and the school and highly appealing to future employers

Much, much more to share with you!

But we have reached the end of our space in this issue! We trust that we have interested you enough that you will want to read our Part II entitled "Some Specific Techniques in Pre-employment Education" which, due to the urgency of trying to hold students in high school and making them realistically aware of the world of work, we are publishing as Vol. V, No. 9. The issue on teaching high school foods experimentally will appear early next year

In the meantime, we are hoping that you yourself will do a bit of experimenting with preparing your girls for the "two lives of women" through your present home economics classes. It's stimulating! It's rewarding! It gives an unexpectedly fresh pleasure to teaching!



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Home Ec.

Vol. V No. 8

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ILLINOIS TEACHER OF HOME ECONOMICS

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 8; April, 1962. Published
nine times each year by the University of
Illinois. Office of Home Economics
Education, 334 Gregory Hall, Urbana, Illinois

TEACHING HOUSING IN SENIOR HIGH SCHOOLS, PART II

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Can the schools help raise the standard of living? In January, 1947, Harold F. Clark, Teacher's College, Columbia University, reported in the N.E.A. Journal on a project in applied economics carried out with the help of the Sloan Foundation at several universities, teacher's colleges, and cooperating public schools. The project set out to learn what schools could do to improve housing in a community and to learn how schools could help people use the scientific knowledge that was available.

The project at the University of Florida was established in 1940 as one of several in a nation-wide program to improve housing conditions. Leaders developed an inventory to determine the greatest needs of the community. This included ninety-six items which could be classified under the following general groupings.

- * Size of house and arrangement of rooms
- * Roof, frame, foundation, and steps
- * Interior--walls, ceiling, floors
- * Sleeping space
- * Kitchen--space and facilities
- * Ownership--valuation and attitudes
- * Yard and building site
- * Heating facilities
- * Lighting--natural and artificial
- * Exterior finishes
- * Doors, windows, screens, storm sash
- * Water supply
- * Sanitation
- * Age of house

Instructional materials were developed to meet needs revealed by the survey. The project was effective in raising housing standards. There is every reason to believe a similar project would be effective today. It might be accomplished with greater emphasis on housing at the secondary level. Why have so few of such emphases appeared so infrequently in the secondary curriculum, as reported in the research sponsored by the Office of Education, 1939-1959?

Do teachers feel inadequately prepared to teach housing?

Many teachers will want to enrich the basic housing courses they had in college. There is a wealth of material to be had from public libraries and in periodicals. It has been estimated that if you read fifteen minutes a day you could read thirteen books in a year. At this pace you could become well informed about housing trends.

I would refer each of you to an excellent little book, Mass Communications, by Charles R. Wright, Random House, 1959, in which he discusses five psychological characteristics of humans that affect exposure to new ideas. Ask yourself which applies to you in relation to housing.

1. Repeated social surveys have revealed the existence of a hard core of chronic "know-nothings"--people whose social and psychological make-up makes them especially hard to reach, no matter what the level or nature of the information you are trying to transmit.
2. There are groups in the population who admit they have little or no interest in new ideas.
3. People tend to expose themselves to material that is congenial with their prior attitudes and avoid exposure to ideas or suggestions that are not congenial.
4. People perceive, absorb and remember content differently.
5. Changes in attitude or behavior following exposure to a new idea may be differentially affected by the individual's initial attitude.

The materials presented in this issue will not read like a best seller. Each year more people at younger ages buy houses with larger mortgages than in the previous year. It is imperative that young people be given help in solving the shelter problem.

An overview of the housing field

Housing needs

Economic

Psychological

Social

Sociological aspects of housing

Neighborhood

Community

Governmental activity and control

Psychological aspects of housing

Personal and family values

Financing shelter

Leases

Mortgages

Real estate contracts

Types of housing

Industrialized housing

Handcrafted housing

Factory-built housing

Types of houses

One-story

One-and one-half story

Two-story

Split-level

Duplex

Types of houses, continued

Multiple unit

Cooperative apartments

Mobile homes

Bases for deciding to buy, build or rent

Space use

Work area

Kitchen

Laundry

Home workshop

Relaxation area

Bedroom

Bath

Group living area

Living room

Dining room

Family room

Structural materials

Sandwich panels

Stretched skin panels

Available components

Reading blueprints

Evaluating ready-built homes

Adequate space

Adequate temperature control

Adequate electrical service

Adequate plumbing

Adequate noise control

Adequate zoning

Housing in relation to five major emphases in the total curriculum

To any teacher seeking to introduce the emphases now being so strongly recommended by curriculum builders, the area of housing offers a real gold mine of possibilities. Here are a few of the most obvious suggestions. Even a cursory glance at these indicates that a great many of the topics usually included in a study of housing provide rich possibilities for contributing to several of the major emphases.

Human relationships related to housing

Housing as an investment in human satisfactions

Provisions for meeting special needs and interests of:

Immediate family members

Other family members and guests

Those of limited physical and mental abilities

Influence of an aesthetic environment upon family life

Neighborhoods: restrictions and possibilities for growth

Meeting psychological, sociological, and economic needs in community

Libraries

Mental Health Association Centers

Medical services

Cultural centers such as schools, museums,

Recreation areas

and theatres

Religious services

Health and fitness influenced by housing

- Safety
- Sound control
- Use of space
- Interior finishes
- Codes and zoning
- Outdoor recreation area
- Waste disposal
- Special features for housing aged, disabled and ill

Management of resources involved in housing

- Time, energy and money expenditures
- Equipment: placement, selection and use
- Care and repair for maximum economy in use

Consumer economics in housing

- Involved in practically every aspect of housing
- 23 per cent of income for shelter
- 5 per cent of income for upkeep
- Generally accepted pattern is $2\frac{1}{2}$ times the total yearly income to be spent on home and lot
- Responsibilities of ownership and tenancy such as financing, maintenance

Sciences applied to housing

- Construction and decorating
- Insulating
- Temperature control
- Sound control
- Ventilation
- Water and waste systems
- Electric service
- Lighting
- New products--plastics, fiber glass, stainless steel
- Household textiles
- Cleaning agents and laundry maintenance
- Automatic household equipment and appliances

Springtime is book-ordering time

If Housing is to become the fascinating and important area of teaching that it can be, the school must provide an ample library for teacher and students. Let us look together at what you have and what you might have if this area of home economics is to attain its rightful status in your school.

First, the older texts with which you are familiar and which still contain some sound material may be mentioned. We understand that in studies made of the teaching of housing in high schools the most frequently used text seems to be Homes with Character by Hazel Craig and Ola Rush. D. C. Heath and Company, Boston, have recently brought out a somewhat revised version of this book. Most of you probably have already examined a copy of this 1962 edition. Those who liked the first book will undoubtedly approve of this one.

With careful selection, some materials can still be found in three 1953 texts which you have long had in your department. These are the very familiar Today's Home Living by Justin and Rust, Design Your Home for Living by Trilling and Nicholas, and Ruth Morton's The Home and Its Furnishings. Another 1953 volume which was partially devoted to housing has, however, a 1960 revision. This is Housing and Home Management by Lewis, Burns and Segner, one of the Macmillan Company's series in high school home economics texts.

We also like to still use the original conception of planning of housing that Deane Carter and Keith Hinchcliff first presented in their 1949 book, Family Housing, and still available from John Wiley and Sons, Inc., New York. Theirs is a practical forerunner of the add-a-room type of house now being predicted by prominent builders.

But there are a great many more recent publications that supplement and illustrate with up-to-date pictures the basic content of the older books. We are listing a few selected from a large collection, and are giving you only a suggestion or two about their possibilities. All unknown to you, some of these volumes may be in your own public or school library. If you know for what you are looking, discovering them will not take long. If not, you will probably have to purchase new or used copies of them. Because housing books are usually profusely illustrated, they do seem expensive. Perhaps you might "make do" with one present sewing machine or stove--and buy these and other rewarding additions to your housing library. Every season new ones will be offered to keep up with the rapid pace of change in the housing industry!

Agan, Tessie. The House: Its Plan and Use. Philadelphia: J. B. Lippincott and Company, 1956. \$6.50.

This book, originally intended for college freshman use, has been found to be readily understood by high school seniors, and offers a substantial background of knowledge very worthwhile for the abler students.

Beyer, Glenn H. Housing: A Factual Analysis. New York: The Macmillan Company, 1958. \$6.75.

This volume, too, has been used in undergraduate classes in college but, if intellectual challenge is essential to modern teaching of high school seniors, the analytical content of this book provides first-class material for developing the ability to think clearly on the many problems of housing.

Callender, John Hancock. Before You Buy a House. New York: Crown Publishers, Inc., 1953. \$2.95.

This book contains what is one of the most comprehensive and stimulating check lists for the final evaluating of a house that we have seen. There are 210 simple, highly practical criteria to apply to the neighborhood, 220 for the outside of the house, 450 for inside the house, and 120 on which to check the builder.

Cherner, Norman. Fabricating Houses from Component Parts. New York: Reinhold Publishing Corporation, 1957. \$7.95.

This is a rather technical presentation of truly low cost houses, average size about 700 square feet, for "do-it-yourselfers." His accounts of experiments with new kinds of materials and construction and his basic designs for prefabricated houses are most illuminating, compared to the costly conservatism of most volumes on house planning.

Dalzell, J. Ralph and Townsend, Gilbert. How To Plan a House. Chicago: American Technical Society Publishers, 1958. \$6.95.

Directed primarily to the building trades, the content is necessarily technical but so clearly are construction processes presented that a householder can and should understand them. A teacher of Industrial Education is likely to have a copy of this book in his department library and could be of real help in aiding students to use it.

Faulkner, Ray and Sarah. Inside Today's Home. New York: Holt, Reinholt, and Winston, 1960 revised edition. \$7.50.

Fine contributions are made to type of house, planning and design, building methods and construction, and planning of work and storage areas in terms of family needs. The 1960 edition, of course, includes many new developments--one of the book's assets.

Kennedy, Robert Woods. The House and the Art of Its Design. New York: Reinhold Publishing Corporation, 1956. \$6.95.

People living in the house are of paramount importance to this author. His charts analyzing what these people do in homes look as if they had been prepared by a home economist. The styles recommended belong to the simple contemporary type but, to meet all the needs of people, inevitably represent costs at the upper-middle-class level.

Kirkpartick, W. A. The House of Your Dreams: How to Plan and Get It. New York: McGraw-Hill Book Company, 1958. \$5.50.

This is an eminently practical book in spite of its "dreamy" title. It covers very helpfully the problems of selection and purchase, of planning and construction. It is invaluable for the drawings that can readily be shown in the opaque projector or similar device; the book also has tables that materially increase the organization of its contents for teaching.

Potter, Margaret and Alexander. Houses. Albemarle Street, London: John Murray, Publisher, 1960. \$3.50.

If you have any fears about being able to interest high school seniors in the subject of housing, you will find this English book an excellent investment. It presents a pictorial record of the changes in construction, style and plan of the smaller English home from medieval times to the present day. The detailed and entertaining drawings are supplemented by fascinating explanations. The academically talented and the slow learners find the sketches equally delightful, and the more able group are able to discover the many tie-ups between the housing of a people with their history, their economic system, their psychology of family life. Excellent for developing in students the ability to see relationships.

Rogers, Kate Ellen. The Modern House U.S.A.: Its Design and Decoration. New York: Harper and Brothers, 1962. \$6.00.

Again, this book is designed for freshman college classes but with so many such books proving to be within the ability of senior high school classes, at least a try-out at the secondary level would seem desirable. Because this volume is just off the press, we have been unable to use it sufficiently to express an opinion on this point. The scope is comprehensive, the 266 illustrations and the bibliographies are up-to-the-minute, and the emphasis upon aesthetic values greater than in most books on housing.

Sleeper, Catherine and Harold. The House for You to Build, Buy or Rent. New York: John Wiley and Sons, Inc., 1958. \$6.95.

This is so complete and satisfactory a book that it has been very popular. So far as we have been able to discover, the 1958 edition is the most recent. The contents are authoritative, the writing style is lucid and interesting, and there are innumerable drawings that are both illuminating and appealing to students. The organization is clear and well arranged for teaching.

Small Homes Council. Split-Level Houses, Circular C2.5
Brick and Concrete Masonry, Circular F17.2
Plywood, Circular D7.2

Urbana: Small Homes Council-Building Research Council of the University of Illinois, 1962. Each bulletin is fifteen cents each; cash should accompany order.

These are the bulletins that have been published since Part I was issued. Extensive and "far-out-front" research is the basis for every publication yet the material is so simply stated and well illustrated that they are easily understood by lay readers. Excellent reference material for special projects.

Watkins, A. M. Building or Buying the High Quality House at Lowest Cost. New York: Doubleday and Company, 1962. \$4.50.

This book will not be off the press until May, 1962. Hence we have not had the privilege of examining a copy. But we feel confident in recommending it not only because of the reasonable price but mainly because everything else that this author has written has been so eminently practical and worthwhile. For an example of his writing, read his article. "Shell House: A Blessing with a Few Bugs in It," in the April, 1964 issue of Harper's Magazine.

Financing the Purchase of a House

The biggest single expense for the average American family is housing. It has been estimated that twenty-four million families are buying houses. Of these eight million have bought their houses since the second world war. With expanded credit the rate is accelerated each year. Ninety-five per cent of all houses are financed through mortgages. Certain basic information on this may keep home ownership from becoming a financial hardship.

Questions to be answered by the borrower

One needs to know how to use mortgage financing. Before you approach any lending institution, be prepared to answer these questions:

What are your current debts and bills?

List automobile, furniture, clothing, etc. separately.

What life insurance do you now carry?

List separately life, medical, car, etc.

What is your monthly take-home pay?

Know your gross monthly income.

What family responsibilities do you have?

Children in school, parents or other relatives who depend on you for all or part of their support?

What are your current monthly household expenses?

What three business places can you give for credit references?

What three persons' names can you give as personal references?

Do you have a copy of last year's income tax return to submit with your application?

Questions to be answered by the lender

In addition to furnishing the above information to the lender, you will want certain information about interest rates, terms, settlement costs and any restrictive terms of the contract. Borrowing is a business proposition. Mortgage is a debt secured by your house and land. Financial advisers recommend getting three estimates on the cost of financing your particular debt before making a decision. Ask these questions of the lender.

How long will it take to get the loan?

What is the interest rate?

What will the total interest amount to?

How many years can the loan run?

What is the amount of monthly payments?

What do these payments include?

When do payments on loan begin?

When due, how is notification handled?

Will there be penalties for late payments?

Will you be given any period of grace?

Will this period be written in the contract?

How much are hazard insurance payments?

What will this insurance cover?

Can you repay in full ahead of contract?

Is there a penalty for paying ahead? How much?

Can you prepay one or more installments?

How must taxes on the property be paid?

Are there accumulated taxes?

Can taxes and insurance be added to payments?

Is title insurance available?

Types of mortgages

There are three general types of mortgages: the conventional, the Veterans Administration guaranteed and the Federal Housing Administration insured. Differences in circumstances and individual needs make these necessary and desirable.

Conventional mortgages are usually worked out on an individual basis between the borrower and the lender.

- * Most conventional lenders, whether individuals or money-lending institutions, ask for an initial equity of one-third or a down payment of one-third. This may vary with the availability of mortgage money and the competition in the area
- * If you own the land free and clear, the price of the land is generally included as part of the down payment
- * It is common practice to appraise at ten per cent below sales value
- * Banks will normally loan up to sixty-five per cent of the wholesale price which is roughly one-half of the retail price
- * Savings and Loan Associations work off the retail price and normally go to sixty-five per cent and may go to ninety per cent under certain conditions
- * Conventional loans will take about ten days to complete

Veterans can secure loans that are guaranteed through the Veterans Administration.

- * The guarantee makes it possible to get a loan with little or no down payment
- * The Veterans Administration guarantees up to sixty per cent of the loan
- * These loans have a low interest rate and therefore are sometimes hard to get since lending institutions can get higher rates on other contracts
- * There must be an inspection of property by government personnel before a Veterans Administration loan is approved
- * The inspection and paper work necessary for a Veterans Administration loan takes at least five weeks to complete

The government, through the Federal Housing Administration, insures the lender against loss in case of default by the borrower.

- * Because of the guarantee, lending institutions generally accept a smaller down payment
- * The percentage of the mortgage guaranteed by the Federal Housing Administration varies with the amount of the mortgage; rulings on this change from time to time
- * Provisions can be made to include household appliances under these loans
- * A special loan arrangement has been devised to encourage home buyers to trade in old houses
- * F.H.A.-insured loans are made by mortgage bankers, savings and loan associations, and by banks

- * F.H.A.-insured loans cover only part of the selling price of the house; the buyer's down payment makes up the difference

The open-end mortgage

Since wants and needs change from one stage of the family cycle to another, it is well to obtain what is known as an open-end mortgage.

- * Under the terms of such a contract, you may pay off the mortgage in advance of the term specified with little or no penalty
- * You can obtain money for improvements, additional rooms or modern utilities under the same contract
- * There may be a charge for an up-to-date title search
- * This type loan is repaid by increasing the monthly payment you are now making, or by extending the mortgage to absorb the added money; this saves refinancing costs

Trade-in housing

Trade-in housing, when used with an F.H.A.-insured loan, provides for the house owner who wants to buy a new place and at the same time pay off the mortgage on the old one. The builder of the new house negotiates a loan, up to F.H.A. maximums to buy your house. He then rents or sells it, risking little of his own money. Meanwhile, you obtain a loan on the new house you are buying. The builder and an agency of the government have made it possible for you to swap houses.

The mechanics of transferring a mortgage are relatively simple. The new owner takes over the payments. If you are the seller, there are certain legal implications you should know.

- * Turning over the mortgage to a new owner does not free the old owner of the responsibility for repaying the loan
- * In some states a mortgage cannot be assumed without the lender's consent; some contracts include clauses allowing the lender to call for immediate payment of the entire principal and accrued interest when a change of ownership takes place

Personal value choices

With the editor's permission, we want to share with you ideas from the September, 1961, Changing Times article, "Long Mortgage. . .Or Short?"

Some people class debt with sin, more or less. "Debt is to be avoided, for its wages is interest." If this is your philosophy, your proper course will seem clear. Borrow as little as possible and get out from under as quickly as possible.

Other people, just as virtuous, regard a mortgage loan as a rare financial opportunity. "Borrow all you can," is their creed, "and take as long

as you can to pay it back." Their view rests on half a dozen intriguing points.

You will never have another chance to lay hands on so much money so cheaply. Almost any other form of borrowing will cost you more. With so many fruitful ways to use your cash, why put a penny more than necessary into a house?

Take as much as you can get right at the start. Arranging an increase later takes time and often involves expense you can avoid by borrowing to the hilt to begin with.

There is not much point in limiting yourself to a small loan. The costs of getting the loan are not lower if you borrow less. And sometimes the interest rate is higher on smaller loans.

While the equity created by a heavy cash payment on a house is an asset, you can not get at it except by selling the house. It will not even help to secure other loans. Lenders favor more readily accessible security.

When the time comes to sell, you can sell more easily if the house carries a hefty mortgage. The buyer will need to put up less cash. The lower the cash requirement, the more potential buyers you will have.

Finally, a long-term mortgage means lower monthly payments for every \$1,000 you borrow. This keeps your monthly outlay for shelter to a minimum and frees current income for other kinds of spending or investment.

Cogent arguments, all six of them. And they have strong appeal for people who are confident of their economic future, have sensible insurance protection against unforeseeable disasters, and have compelling urges to conserve capital for such worthwhile purposes as going into business or sending the kids to college.

You can grant all those arguments if you like, but they do not necessarily exhaust the subject. There are a couple of contrary facts to consider.

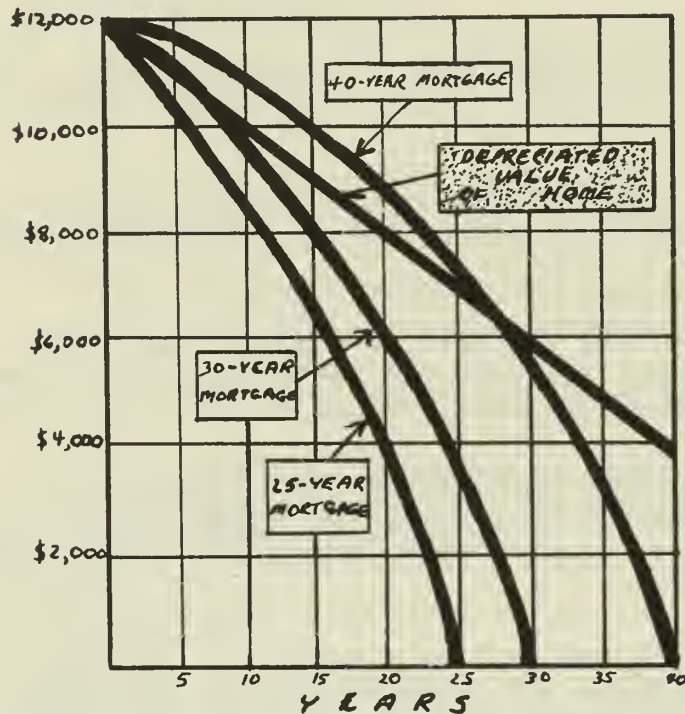
One is that you can pay and pay for years on a big, long mortgage and wind up having spent thousands to acquire a net loss.

The chart on the next page illustrates how this can come about. Take a look at it now and bear the picture in mind as you read on.

Those downward curving lines show how the unpaid balance--the outstanding-debt--on each of three mortgages declines over the years, the twenty-five-year curve dropping fairly fast, the thirty-year curve more slowly, and the forty-year curve looping out into the void like a space problem.

These curves represent \$12,000 no-down-payment mortgages at 5 1/2 per cent interest. The straight diagonal line shows the market value of the mortgaged house as it depreciates at two per cent a year. In other words,

the chart assumes that the house has a useful life of fifty years, after which its only value will be that of the land on which it stands.



The most dramatic fact revealed by this chart is that for much of the life of the forty-year mortgage, debt exceeds the value of the house. In fact, you would pay for twenty-nine years before reaching the point where the house was worth as much as you owed on it!

Obviously, this is risky. Suppose you sold after twelve years. Although you already had paid \$8,917, you would still owe \$10,593. And the house would be worth only \$9,564. So you wind up your twelve years of ownership with nothing but a bill for \$1,029.

This forty-year mortgage, of course, is an extreme example. But look at the curve for the thirty-

year loan. There, too, debt exceeds value for the first nine years. But with the twenty-five-year loan and all shorter ones, the house would be worth more than you owed on it almost from the start.

Even in the case of the twenty-five-year loan, though, the margin between debt and value is uncomfortably close. Selling out after paying \$10,626 in twelve years would net you only \$1,387. If you had counted on the accumulation of equity during those twelve years to provide the cash payment on another bigger and better house, this small net yield might be a shattering disappointment.

There are, of course, two ways to avoid owing more on your house than it is worth.

One is to make a substantial down payment when you buy. This creates equity to start with and moves those curves lower on the chart so that no gap yawns between debt and value.

The other measure is to take a shorter mortgage, say fifteen or twenty years instead of twenty-five years or more. A shorter mortgage means faster debt reduction. You will pay off your debt faster than the house loses value. To be sure, it also means you will pay more each month.

The arithmetic is clear. Short mortgages cost less than long ones. Yet perfectly reasonable people can--and do--insist that the precise opposite is true.

A Massachusetts attorney, for example, recently wrote to Changing Times

to argue this point. "Look," he wrote, "you say that I can save \$4,717 by paying \$14.40 a month more. "But that means \$172,80 more in a year, \$3,456 more in twenty years." So how can you say that short loans are cheaper when it is so plain that they really are more costly?"

The Massachusetts attorney's calculation is faultless. There is no difference in arithmetic between his analysis and that just outlined. But there is a difference in philosophy.

He looks at his mortgage payment only as an item of current monthly expense, a bill he must pay regularly for shelter. If that is all that concerns you, you would be correct in reasoning just as he does. The longest-term mortgage you can wangle will minimize your monthly shelter outlay.

But he really is not talking about buying a house. He does not look forward to the day when his debt will be paid and he will own the house with no more payments due. Since he apparently worries only about occupying the house for the least possible outlay per month, his attitude is basically that of a renter, not a buyer.

This point was raised during congressional hearings on the forty-year mortgage proposal. And Dr. Robert C. Weaver, the Housing Administrator, candidly told his Senate questioners: "This is not home ownership in the conventional sense as you and I have known it. It is something between home ownership and rental."

Yet, although this in-between kind of ownership may be expensive in the long run, it does have one great merit. Its low monthly cost may make it possible for you to provide a better home for your family than you could obtain by renting.

So you see that a question of attitudes and aims has to be settled before you can answer the question of long mortgages versus short.

Are you buying with the knowledge that you will occupy the house for only a short time, never expecting to pay for it? Do circumstances make the lowest possible monthly outlay for shelter your ruling consideration? Then a long-term mortgage could be a plausible choice despite inherent costliness and risk.

Or do you really intend to buy the home you mortgage and ultimately hope to enjoy the advantages of ownership? Then you can save thousands of dollars by choosing a relatively short-term loan that will build your investment fast, expose you to fewer years of hazard, and get you out of debt quickly.

So before you make your choice, get clear on your purposes. Then the arithmetic will make sense for your particular case.

The high price of time

Suppose you are borrowing \$12,000 at 5 1/2%. The monthly payment of principal and interest on that loan for various terms would shape up like this:

<u>Term</u>	<u>Monthly Payment</u>
15 years	\$98.16
20 years	82.56
25 years	73.80
30 years	68.16
35 years	64.56
40 years	61.92

If you were debating a mortgage of thirty years, say, as against one for twenty years, these monthly rates show that the longer loan would cut your monthly payment by seventeen per cent.

But while the longer loan costs less each month, you must pay many more months and pay more in total before the loan is paid off. You borrow only \$12,000, remember. But look how much you pay back.

<u>Term</u>	<u>Total Payments</u>
15 years	\$17,649
20 years	19,811
25 years	22,107
30 years	24,528
35 years	27,066
40 years	29,708

Notice that when you stretch your borrowing to thirty years at this rate of interest, in effect you more than double the price of the house. If you took that thirty-year loan instead of the twenty-year one, you would increase the total interest cost of the purchase by sixty per cent.

The excess over \$12,000 is all interest. Put down the interest separately and see how it compares percentagewise with the principal.

<u>Term</u>	<u>Total Interest</u>	<u>% of Principal</u>
15 years	\$ 5,649	47%
20 years	7,811	65%
25 years	10,107	84%
30 years	12,528	104%
35 years	15,066	126%
40 years	17,708	148%

Paying 5 1/2% interest sounds moderate. But what do you say to the news that you are thinking of paying interest that amounts to 104% of what you borrow? True, the interest is tax-deductible, but it is an expense all the same.

When you consider a thirty-year mortgage rather than a twenty-year one, then you really are contemplating extending your period of indebtedness by fifty per cent and increasing the interest cost of buying your house by sixty per cent for the sake of reducing your monthly payment seventeen per cent.

Income apportionment

Not only the financing of housing is important; perhaps even more vital is the understanding of the many, many needs and desires that must be met through the family income. Students formulated the following list as representative of what they thought the income of a young married couple would have to cover.

Housing

Rent
Taxes
Mortgages
Equipment
Maintenance
Improvement

Furnishings

Purchase
Maintenance

Operating

Gas
Fuel
Water
Electricity
Refrigeration
Telephone
Services
Laundry
Communication
Transportation
Supplies
Income taxes

Food

Meat, fish and poultry
Breads and cereals
Milk, cheese and dairy foods
Fruits and vegetables
Delicacies
Meals out

Wearing apparel

Purchase
Maintenance

Health and Personal care

Toilet and grooming aids
Remedies, accessories
Professional services
Birth expenses, baby care needs
Illness and disability
Death and burial

Recreation, advancement and welfare

Admissions
Dues
Instruction
Periodicals and books
Entertaining
Tobacco, liquor
Radio, television
Plants, garden supplies
Hobbies, sports
Pets
Gifts
Church and donations
Vacations

Automobile

Purchase
License, insurance
Garage, parking
Operation
Repairs
Equipment

Insurance

Accident
Health
Life
Home
Possession
Income protection

Indebtedness

Interest (true)
Principal
Finance charges, fees, credit
investigation, appraisal fees

Savings

Bank
Postoffice
Savings and loan association
Credit union
Growth investment through stocks,
bonds

An eye-opener for students

With the optimism of youth (and ignorance), students tend to have unrealistic ideas about the housing they will be able to enjoy as adults. To help them to discover for themselves the meaning of the income apportionment they so blithely list, this problem sheet has been distributed and filled out by individuals in a class. Afterwards, if not before, a lot of lively questioning and refiguring will occur.

You Will Spend a Fortune--
How Much of It Can You Afford for Housing?

To be economically sound each person or family must live on less than he earns. Do you have any idea how much money a family spends in a lifetime? Try this simple exercise in projecting earnings and expenditures.

What do you expect your weekly take home pay to be? _____

How much will this be a year? _____

Assume you will work until you are sixty-five, how much would you earn if you never have a raise?

Lifetime earnings _____

Now let us guess as to how this money will be spent:

Food: meals at home, lunches or eating out, entertaining, cigarettes, snacks

\$_____ Per week x 52 weeks x _____ years = \$_____

House furnishings: furniture, tools, lawnmower, appliances, dishes, linens, large toys, camera, etc.

\$_____ Per week x 52 weeks x _____ years = \$_____

Insurance: Life, Household, Liability, Health and Accident

\$_____ Per week x 52 weeks x _____ years = \$_____

Clothing: original cost plus dry cleaning or other maintenance

\$_____ Per week x 52 weeks x _____ years = \$_____

Medical and Dental Expenses:

\$_____ Per week x 52 weeks x _____ years = \$_____

Education and Recreation: newspaper, magazine, church, lodge or club dues, school books and supplies, allowances

\$_____ Per week x 52 weeks x _____ years = \$_____

Utilities and services: heat, light, telephone, water, postage

\$_____ Per week x 52 weeks x _____ years = \$_____

Transportation: to place of employment, for shopping, on vacation--
may be public transportation or private car. If car, include
payments, interest, insurance and operating costs

\$_____ Per week x 52 weeks x _____ years = _____

How much is left for housing? _____ Per week _____ Per year?

What kind of housing will this buy? _____

Additional Basic Construction Factors

With the costs of housing increasing, the worth of construction factors is becoming of the most serious importance. In Part I basic concepts with their supporting facts were provided for the following construction factors.

Insulation
Roofs
Heating
Electrical wiring
Plumbing

In this Part II the most essential and up-to-date content is provided on air conditioning, sound control, windows, and lighting.

Market for air conditioning

The 1961 issue of House Beautiful's Building Manual gives interesting facts concerning the increased demand for air conditioners.

"The number of American homes with central air conditioning has more than doubled since 1957, from 500,000 to more than 1,000,000. Two things are primarily responsible for this rapid growth. First, improvement in design and efficiency has slashed equipment prices to about one-third what they were in 1947. Second, Americans have become so accustomed to the benefits of air conditioning in offices and homes that they are beginning to demand it in their homes."

"The result is that both the Federal Housing Administration and the National Association of Home Builders now predict that a home built today without central air conditioning will be obsolete in ten years. This may be an overstatement. But it does indicate the importance of air conditioning a house to maintain its value in the years ahead."

Choice of an air conditioning system

This choice involves five considerations.

Type of climate and humidity conditions
 Type of heating system
 Design of home with respect to orientation and heat gain
 Local price and time available to purchase equipment
 Supply of electrical power

Information necessary before planning purchase

A good many facts must be assembled before adjusting air conditioner size to a particular room or home.

Size and orientation of area to be cooled
 Window sizes and amount of window area
 Orientation of windows
 Amount and quality of insulation
 Number of persons occupying an area
 Room dimensions
 Capacity of wiring system
 Time of day that conditioner is used
 Type of building construction
 Heat-producing appliances
 Amount of air exhausted
 Amount of fresh air required

The importance of purchasing the proper size

The reasons for this importance are based upon scientific principles which students who are studying science may be able to discover in those classes with the cooperation of science instructors. Often teachers are glad to have students bring in concrete problems for independent study. Here are the fundamental reasons that justify such further exploration in science.

Correct size of an air conditioner is needed for satisfactory control of both temperature and humidity.

According to a number of authorities, disadvantages of an over-sized unit are increased cost and inadequate job of dehumidification.

An over-sized unit may cool the room adequately; however, the room may feel clammy with inadequate control of humidity.

Undersize equipment will fail to cool a room sufficiently in hot weather.

Accurate calculation for proper size

There are certain points with which every potential purchaser of an air conditioner should be familiar. Unless this calculation is made, waste and dissatisfaction are likely to result.

The cooling requirement or heat gain for a particular area is expressed in units called British Thermal Units, BTUs per hour. A BTU is the quantity of heat required to raise the temperature of one pound of water one degree F.

Authorities seem to agree that the BTU rating is the only reliable guide to cooling capacity.

By the use of special charts, a measure of the amount of heat in BTUs transmitted and required to cool the area may be computed.

BTU rating is usually inscribed directly on the nameplate of the air conditioning unit.

A one horse-power air conditioner may provide anywhere from 7,000 to 12,000 BTUs which is a considerable range.

The "horsepower" or "ton" rating is less reliable than the BTU rating.

Variation in judgments of specialists

This is to be expected in a relatively new and rapidly advancing field. Some experts reject any size but that which has been accurately computed. Others believe that such a rigid "rule" may need to be adjusted to conditions.

Consumer Union states the belief that one should buy an air conditioner whose rated cooling capacity is within a few hundred BTU of the estimated figure.

If estimated heat gain is very close to cooling capacity of unit, the following factors should be considered.

Possible variations in number of people, as when considerable entertaining is done

Added capacity for rapid temperature change, due to intermittent use

Pricing Factors

Guides on purchase prices of air conditioners also tend to be somewhat dependent on judgment, except for the general considerations listed.

Generally the following factors enter into the price of an air conditioner.

Dealer inventory

Local demand

Pricing practices among competitors

Time of purchase or season of year

Service guaranteed

Deluxe model or standard

Sometimes the lowest-priced machine is a "loss-leader" and unknown brand or a stripped-down model of a well-known brand.

The consumer needs to exercise caution in buying an air-conditioner at a low price from a discount house, a department store, or an appliance

dealer as the service involved in estimating cooling requirements may be very limited.

In the case of buying an air conditioner, it may be well worth the money to pay for service.

Calculation of heat gain and heat loss may be done by central heating and air conditioning contractors, who sell air conditioners; however, the services offered, such as calculating BTU requirement, estimating electrical needs, and providing guarantees, may increase the cost of product.

Meaning of warranty and service contract

At the time of sale, the purchaser needs to find out if the dealer guarantees parts and labor costs in the warranty. While there is usually some type of guarantee connected with replacement of parts during the first few years, this does not usually apply to labor costs.

Some dealers are willing to guarantee labor and parts on condition that they install the unit.

A buyer should read and understand all terms of the guarantee and warranty prior to buying a machine or signing any contract.

Since cost of installation is added to cost of unit, the consumer should ask if there are any special charges above those of installation.

In some instances, the manufacturer provides full instructions for a do-it-yourself installation.

The wise consumer needs to carefully weigh values with respect to these alternatives:

Paying the extra charge for installation and guarantee with service contract

VERSUS

Using the installation kit and taking the chances of having no difficulty.

The consumer may purchase a separate service contract.

A service contract may be secured from an independent service company or the dealer who sells the unit.

Most people agree that the consumer gets better service in the latter situation, as the dealer's men are often factory-trained and better understand the equipment.

Importance of humidity control

An air conditioning unit cools the air that passes through it, and also reduces humidity.

Authorities suggest that a 10,000 BTU room unit uses about 2,500 BTUs for constant dehumidification and the remaining 7500 for cooling--a practical, comfort-producing level.

The wise consumer will be interested in the ability of air conditioners to control humidity, which is expressed as the latent "heat factor" in the manufacturer's literature.

According to Changing Times:

"In a good unit it ranges from .70 to .80, and means that 70% to 80% of the unit's capacity is used for cooling, the remainder to reduce humidity."

The physical fact exists that a unit which removes more moisture from the air will not be as effective in lowering temperature.

A unit with high moisture removing capacities will be necessary if a family lives in a high-humidity area or is especially sensitive to humidity.

Special humidity controls are available for some air conditioners.

Judging quality

Of the factors listed here, absence of the first three may identify a stripped model. While the removal of these features will reduce price, they will limit the effectiveness of air conditioners. Attention to these factors can increase satisfaction.

Adjustable thermostat control

This feature, which is very desirable in an automatic machine, is one of the first items to be removed in cutting costs.

A fan with more than one speed

After the room has been cooled, a lower fan speed is less expensive to operate, and provides a little more dehumidification.

Adjustment of air flow pattern

The presence of movable grilles or adjustable deflectors for shifting air-flow pattern is highly desirable.

A wise consumer will determine whether or not the air-flow patterns are suitable for the planned location of the unit.

An efficient air flow pattern forces the air up as well as to the needed side direction.

Results of violating the above principle are:

Chilling blankets of heavy cold air

Speedy return of air to the ports before spreading throughout the room

Degree of noise produced

Factors related to production of noise are:

kind of installation

A firmly mounted machine will produce less noise.

quality of house construction

A loose-fitting window sash above the air conditioner will increase vibration and noise level.

construction of machine

If construction is sturdy with tight fitting joints, vibration is reduced.

use of sound-deadening coating and material between the inside and outside section of equipment

Kind of rust-proofing applied to metal parts

Some air-conditioners, sold as "loss leaders," may be painted steel.

Since exposed parts outside the room and in the evaporator pan and coil area are wet when the machine is cooling, these parts need the best protection against rust.

Valuable protection against rust is secured by the use of these materials: heavy asphalt coatings, zinc coating and enameling, plastics, brass, and aluminum.

Filters

The main purpose of a filter is to prevent the coils from becoming clogged with dirt.

When air in a room is recirculated, it must pass through a filter before reaching the refrigerating coil.

Manufacturers seem to agree that an air conditioner, especially the filter, should be kept clean; therefore, the homemaker needs to check on the condition of filter and follow directions for care of machine.

A dirty filter reduces cooling ability of unit, causes a stale odor, blocks air flow, disintegrates filter material, and lowers temperature on coil.

Dirty filters may lower the temperature on the cooling coil so much that the condensed moisture becomes ice.

The result of such a lowering of temperature can damage the compressor and refrigeration system.

If the machine has the Underwriters' Laboratory seal on the nameplate, this indicates that machine has passed safety tests, including dripping and sweating.

Essential wiring capacity

Air conditioners differ with respect to the amount of power they require.

Most engineers agree that any unit consuming more than 12 amperes at 115 volts should not be installed on normal wiring.

The consumer needs to realize that with the higher-amperage models, there may be an additional expense for a heavy duty circuit.

The consumer may be pleased to learn that every manufacturer has at least one model that can be used on an existing outlet; however, this can involve eliminating use of appliances, such as an electric fry pan and toaster at the time air conditioner is in operation, if all are located on the same circuit.

A wise consumer will check with the local utility company or electrical contractor to determine adequacy of existing wiring system and suitability of various models for the electric-service supply.

Nine ways to cut costs of operation

These valuable suggestions for cutting costs are offered in House and Garden's Book of Building.

South windows - Plan your house so that major window areas face the south. When the sun is low in the winter, they will admit solar heat and reduce your fuel bills. Roof overhangs, awnings, or shade trees will protect them from the high-riding summer sun.

West wall - Protect the west side of the house from the hot afternoon sun. A new house can be designed with a solid wall, a garage or a roofed patio facing the west. With an older house, heat from the west can be reduced by planting trees or high hedges, adding trellises or installing awnings over the glass areas. Outside protection is far more effective in combating sun heat than indoor devices such as blinds or curtains.

Light roof - Choose roofing of the lightest possible color, white if possible. The virtue of a light roof is its ability to reflect sun heat--which will make a major difference in your operating costs when the sun is shining. But of course a light roof will not help on cloudy humid days, so it will not reduce the needed size of the cooling plant itself.

Ventilation - The space between the roof and ceiling needs ventilation so that heat will not accumulate there. Also, your kitchen, bathroom and laundry areas need vents to reduce the moisture in the house.

Insulation - Put in all the insulation you can afford above the ceiling, in the side walls and beneath the floor. Insulation can pay for itself by reducing the size of heating and air conditioning equipment you need and also by reducing fuel bills....And, along with the insulation you should have a vapor (moisture) barrier in walls and floors.

Location of unit - Place your heating-cooling plan in a central location near an outside wall. This may not save on the ductwork but it will increase the efficiency of the equipment.

Placement of outlets - Be sure to insist upon what is known as a perimeter installation, with the outlets placed along the outer edges of the house beneath windows. This will create a more uniformly comfortable indoor climate, and you will not have to keep turning the plant on and off to take care of certain uncomfortable areas.

Inside thermostats - Use the zone system of heating-cooling with a thermostat located in each major section of the house. There is no reason to provide heating or cooling in areas that don't need it, such as the living room during the night when you are asleep.

Outside thermostat - Another thermostat located outside to warn the equipment of weather changes will also cut costs. (No more costly turning the plant way up or way down.)

Sound control

Demand for acoustical material in the residential market is fairly recent. Prior to that time the supply of such material was largely for commercial use. Increase in the demand for acoustical material is seen in the sharp rise in the demand and sales curve.

Why sound control?

Present importance of sound conditioning is due to the fast tempo of modern life, the noisy world in which we live, noisy home appliances, and compact homes of limited size.

Kirkpatrick defines noise in this way: "Noise is a disturbance causing vibration of the molecules of the air. Sound vibrations also occur in materials of a greater density than air; these vibrations set up new vibrations in the air adjoining, resulting in noise."

Sound waves travel more slowly than do light waves.

Results of excessive noise in the home are:

- . Emotional tenseness
- Difficulties in concentration
- Lowered vitality
- Interruption of sleep
- Fatigue and physical exhaustion in cases of prolonged exposure

Three kinds of noise that need to be controlled in the home are:

- Noises originating inside a room
- Noises originating outside a room
- Noises between rooms

Shape of room influences sound control

A cubical room with floors, ceilings, and walls that are parallel planes is the least desirable form for sound control.

It is especially difficult if surfaces are covered with smooth, hard materials such as plaster, wood, or glass.

On the other hand, odd-shaped rooms with sloping ceilings of different heights tend to be less noisy because the regular pattern of the sound waves is broken up.

In sound control, light weight walls, such as frame and gypsum board, are less effective than brick or concrete masonry.

What aids in reducing noise?

The presence of sound-absorbing items, such as carpets, draperies, upholstered furniture, space around books in a case, and people reduces the volume or intensity of noise by absorbing the sound waves.

Well-seasoned and well-nailed floors help to reduce noise.

Hard surfaces, such as ranges, refrigerators, and tile floors would tend to bounce the sound back and forth and not be good absorbers. Therefore, it is often desirable to mount appliances on rubber mats or carpet padding as well as to use acoustical ceiling material.

The surface usually treated with acoustical tile inside a room is the ceiling.

The most important characteristic of acoustical tile is the ability to absorb a high percentage of the sound waves hitting it, thereby controlling noise originating within a room.

The consumer will find a large variety of acoustical tile, a soft fibrous material, on the market.

Certain rooms which usually require acoustical treatment include the kitchen, a child's playroom, family room, living room, service area, and bath area. In some situations, the sleeping area requires this material.

Control of sound originating outside a home

Outside noises are either airborne and get into a room or house through an open window or door or they arrive by impact and travel through the walls and frame of a house like a shock wave.

Airborne noise may be reduced in the following ways:

- Shutting off unobstructed openings between you and source of noise
- Closing doors and windows
- Weather-stripping around doors

Acoustical engineers express the view that reducing the second class of noise wave, which travels through the walls and framework, is the difficult one as this job often requires expensive changes in a home.

Since structural changes are involved in the process of sound conditioning, the homemaker needs to plan carefully before a house is built in order to avoid unnecessary expense.

Steps which may be taken to eliminate problems are:

- Using as little glass as possible
- Using trees and shrubbery between source of noise and house
- Insulation of ceiling, attic spaces, and walls

Ways to control noise between rooms are:

- Filling hollow spaces in walls with a batt or fill-type insulation
- Staggering a stud wall to provide continuous pad of insulation
- Weather-stripping around bathroom doors
- Well-placed closets
- Double walls

Planning for sound control

Although a homemaker may find it impossible to implement all the recommendations listed, acoustical engineers give these suggestions in order to plan for sound control.

Choice of a quiet site would include the sensible idea of locating your house as far back on the lot as possible.

Other barriers to deflect or absorb sound are: garages or car port located between houses, and trees or shrubs.

Zoning a house floor plan, a method which separates quiet areas from noisy ones, contributes to sound control.

Ceilings and floors can be made fairly soundproofed.

Insulation can be used for ceilings and heavy rugs may be used on the second floor of a two-story house.

Floors should be insulated at the time the house is under construction. Well constructed floors are important.

Sound problems may be improved by attacking the source of noise; for example, noisy appliances may be quieter if mounted on pads.

Windows

Double hung, casement, strip, picture, awning, jalousie, bay, bow, clerestory, arched or picture...the varieties available and the possible position in which they may be placed make windows a major factor in selecting or evaluating a house. Windows as a part of the structure are therefore considered a part of the house. There is a style to meet every need and variety to suit every demand.

Harmony with the design of the house, ease of operation in opening and closing, ease of cleaning, maintenance, and the amount of heat loss to be

expected are factors to consider. After floors, walls and ceilings, windows occupy the next greatest area in a room. This amounts to 30 to 40 per cent of the exterior wall area of a traditional house and may amount to 70 per cent in contemporary houses. The following basic facts are worthwhile knowing.

Windows may be both functional and decorative in that they function to let in light or ventilation or both

The amount of light transmitted depends upon the area and type of glass. Ventilation depends upon the type of window and its position in the wall

Any window consists of at least a frame and hardware. Many include the glass. Some may include screens and storm sash.

Window frames may be either wood or metal and should be chosen because the material is appropriate to the construction of the house. Wood is a traditional material, steel is regarded as modern. Today you find each material used in either style house.

A standard window is judged to be a double-hung, or guillotine type with a wood frame, factory weather stripped, rot proofed and provided with full length copper screens.

Caseament windows are most satisfactory when factory equipped with storm sash and screens.

"Bay," "corner" or "dormer" refer to position of window in house structure. Most window types may be arranged in either of these positions.

Hardware and any other moving parts should work well in all types of weather, fit snugly and lock securely from the inside.

Glass is graded according to clearness and thickness. Grade B is less expensive than grade A which is clearer. Both grades come in two thicknesses, 3/32" and 1/8". Polished plate glass is a still finer grade which comes in a choice of 1/8" or 1/4" thickness.

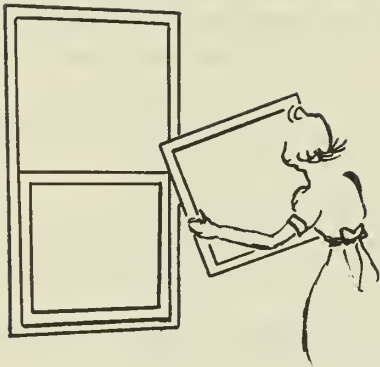
Welded or bonded glass is used where insulating qualities are desired. Two panes of 1/8" or 1/4" glass are sealed into a frame with 1/4" or 1/2" air space between.

Most window manufacturers make windows of many sizes in the same style so that windows for all rooms of the house may be chosen from one source.

Windows are chosen with an eye to how you want them to look from the inside as well as the outside of the house. The window descriptions and drawings that follow are adapted from articles that appeared in issues of House and Garden with permission from the Conde Nast Publications, Inc., copyright 1960.

Double-hung window

This is the most common window type. It has two sashes, one or both of which slide up and down.



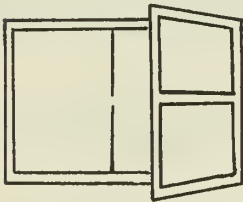
In some styles, the sash may come out of frame for cleaning.

Some sashes are supported at the sides by springs or weights which minimize the effort required to raise the sash.

Sashes are not apt to sag since they slide within frame and are supported on both sides.

A casement window

This type consists of a sash hinged at the side to swing either (a) inward or (b) outward.



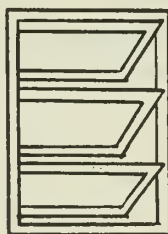
Usually two or more sashes, separated by a mullion, are used in the frame.

Windows can be opened or closed by either a crank or push-bar on the frame, or by a handle on the sash.

An out-swinging window may scoop in air which would otherwise pass the opening.

An awning window

This is hinged at the top. It is manufactured as a single unit or as several sashes stacked all in one frame.

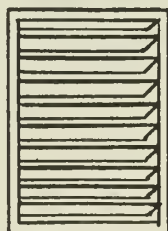


When open, the sash projects out at an angle as an "awning."

Like other projecting windows, it must be positioned to avoid danger to persons walking near houses.

A jalousie window

Such a window consists of a series of small horizontal slats, three to eight inches wide, which are held by an end frame of metal.



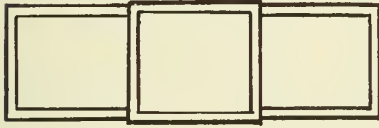
The sections operate in unison, similar to venetian blinds, and open outward.

Panels are adjusted by a crank operation to desired angle.

Horizontal or sliding windows

These are usually set high off the floor. Frame should include tracks for screens and storm windows. They are characterized by these facts:

Are most satisfactory when sections lift out for cleaning.



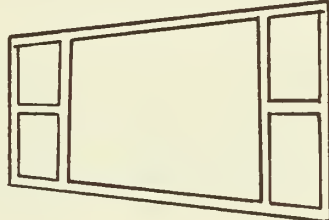
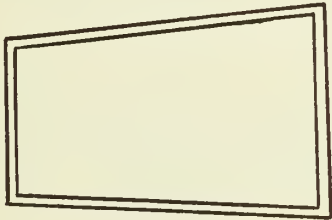
Preserve valuable wall space.

Commonly used in a ranch house.

Provide both ventilation and privacy.

A picture window

Designed to frame an outside view, it may consist of one large pane of glass or a combination of one large fixed pane of glass with movable sections at either side, top or bottom.



It may have movable sections on one or both sides.

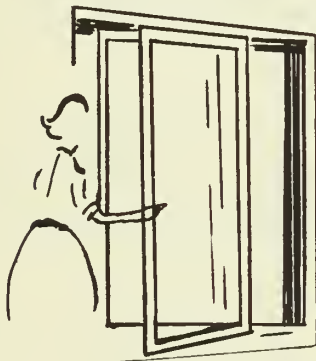
It may have a hopper or awning section above or below the fixed glass.

Hopper or bottom-hinged section directs breeze upward.

Center-hinged windows are available for use at either side.

Large sliding window

This window has two sliding sections within one big frame.



The movable sections may be lifted out only from inside the house.

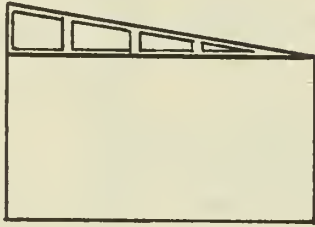
This type opens a room to a broad view of landscape or garden.

A centrally located handle controls the sliding action.

With this style window the screens are clipped to the outside of the frame.

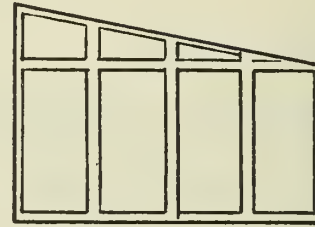
Clerestory window

This is a shallow window set near the ceiling. Decorating should be inconspicuous. If placed in slope of beamed ceiling, it should rarely need decorating.



Slanting window

Often called "cathedral," this window is usually an entire wall of a room. The angle at the top where window follows the line of slanting roof causes decorating concern, but is easily solved.



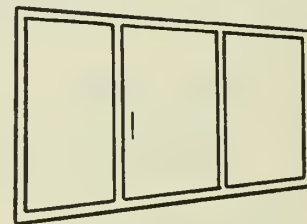
Glass wall

A group of basic window units made to fit together forms a "wall" of windows. They may be any combination of fixed panels with awning or hopper sash.



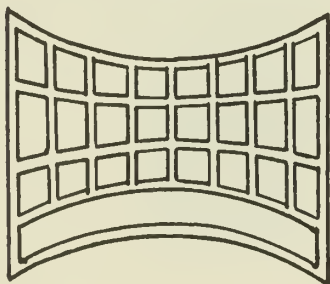
Sliding glass doors

These are the modern counterpart of French doors. They create a feeling of spaciousness by bringing the outside into view. Except in mild climates, these should be insulated glass to control heat loss.



Bow window

A curved window, this is sometimes referred to as a circular bay.



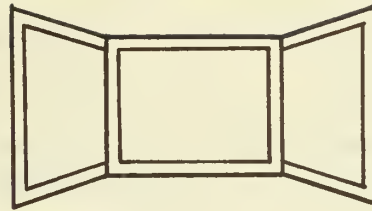
It is used in a traditional house to frame a view.

It is generally delivered to the site pre-assembled.

It is traditionally made of wood with mullions dividing the glass into horizontal panes.

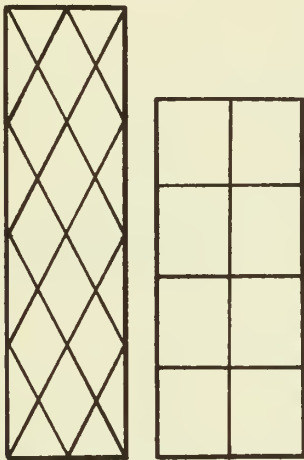
Bay window

Three or more windows set at angles to each other in a recessed area is considered a true bay window. A bay may be made up of a combination of like windows or it may combine fixed and movable units.



Muntins

Removable frames used to change the style of a window are called "muntins" and may be used inside or out.



Panels may be slipped into place over single panel of glass to give the effect of a multi-paned sash.

Muntins are removable for ease of cleaning a single-paned glass.

Muntins minimize the nuisance of paint on glass when painting.

Muntin panels can be used in either old or new windows that correspond in size to the panel sizes.

Lighting in the home

Two kinds of lighting needed to provide comfort are general lighting and local lighting.

General lighting, furnished by lighting fixture, lighted valences, cornices, and luminous ceiling sections, gives comfortable background lighting to a room.

Local lighting, furnished by portable table lamps, floor lamps, and wall-bracket fixtures, provides light for specific seeing tasks, such as sewing and reading.

The amount and distribution of light for each seeing task needs careful planning.

Basic requirements of portable lamps are:

- Provides recommended level of illumination
- Directs light where needed
- Provide upward light, thereby contributing to general illumination
- Has sturdy base
- Provides for adequate shielding of light source
- Is correct height for efficiency and comfort
- Has switch mechanism convenient and safe

Influence of height of base on shade efficiency

Portable lamps should have the bottom of shade near eye-height of user.

When base height of lamp is so located that the shade bottom is too high, the source of light can be seen and a glare is created.

When the bottom of the shade is too low, there is an inadequate spread of functional light.

A floor lamp which is taller and spreads light over a large area is placed behind the user for the purpose of shielding light source.

According to the authorities, a good lamp shade:

- Allows for an adequate spread of useful light
- Has a white or near-white lining to diffuse or reflect light
- Protects eye from glare of bulb
- Has adequate depth to conceal bulb and diffusing bowl
- Is wide enough at bottom to spread light over large areas
- Contributes to upward light on walls and ceilings as a result of an adequate size top opening
- Is sixteen-inch size for table lamps and eighteen-inch for floor lamps
- Has the bottom of socket no higher than one inch above bottom of shade
- Has the lower edge of the shade approximately level with the bottom of bulb socket, so light can be distributed over the largest useful area
- Is translucent or semi-opaque because such shades are most efficient in transmitting light from a given sized bulb

Diffusing bowl

A lamp shade often has a diffusing bowl to increase the quality of lighting.

In order to get best results from a diffusing bowl, consumer selects the size of bulb recommended for a particular size of diffusing bowl.

The purpose of a diffusing bowl used under lamp shade is:

- To soften the light, thereby lessening eyestrain
- To direct light to the ceiling and add to general room illumination

White R-40 bulb, suitable for end tables is its own diffuser as it projects light upward to provide general illumination; however, white glass bowls or plastic discs are needed with bulb for desk use and other seeing tasks.

Bulbs

Most people recognize the fact that both fluorescent and incandescent lighting are used in many homes today.

The Better-Light Better-Sight Bureau gives the following advantages of fluorescent and incandescent lamps.

Fluorescent:

Provides a line of light instead of a spot, to reduce shadows and brightness.

Provides three to four times as much light per watt as incandescent.

Operates relatively cool, therefore gives off much less heat than incandescent lamps.

Has long life, seven to ten times that of incandescent without replacement.

Offers several shades of white

Incandescent:

Provides a point source of light that can be focused or directed to the limited area.

Has the same base for several sizes for convenience in increasing or reducing lamp size.

Can be dimmed using simple rheostat.

Has low initial cost for bulb and fixtures.

Is equally satisfactory on AC or DC current.

Starts immediately and reliably; frequent starting does not shorten life.

A free bulletin that is a MUST

The Story of Light and Sight: How Good Light Helps You to See, No. B-1309, is available without charge from the Better-Light Better-Sight Bureau, The Illuminating Engineering Society, 1860 Broadway, New York, 23. This thirty-two page illustrated publication describes in detail several experiments that are quick and easy, yet surprisingly effective with high school students. Terms are defined, standards are provided, and investigations are described for measuring light with a lightmeter, and testing seeing under various conditions. There is also included a practical check list for a student to apply to the place where he tries to do his homework.

Lighting for easy seeing and comfort

The percentage of homemakers with defective vision is in the seventy per cent class--along with the students. It is not surprising, because of their close-vision food preparation, sewing, ironing, accounting and other household chores done by indoor lighting.

Just as a watt is a unit of electrical energy, the lumen is a unit of light emitted or given off by the light source.

The amount of illumination falling on a surface is measured in foot-candles.

Footcandles falling on a surface cannot be seen, but our eyes do see light reflected from a surface. This reflected light is measured in footlamberts. Footcandles times reflectance factor equals footlamberts.

Distance affects footcandles. As distance from light source is increased, the amount of light on a task decreases very rapidly. Placement of equipment is so important.

The brightness we see is governed by 1) the light output of the source, 2) its distance from the illuminated surface, and 3) the reflectance of the surface.

We can increase the brightness of a surface by 1) increasing lumens, 2) limiting distance, 3) controlling reflectance.

Remember: Producing enough light is no problem today.
Good lighting is balanced lighting.
 Lighting without comfort robs a room of its beauty.
 Good-looking lighting is not always good lighting.

HOW IS YOUR HOME LIGHTING?

This check list is taken from information prepared by the lighting Information Committee of the Better Light Better Sight Bureau in cooperation with the Illuminating Engineering Society. It was published in Home Safety Review, Winter 1959, and reproduced by permission because safety provisions are so seldom provided.

Are your garage and yard lighted?

They should be, not only so you can see your way safely between house and garage and around the yard, but so a would-be assailant will not wait in the dark for you; it is not likely such a fellow would expose himself to strong limelight.

Your best all-round protection is a 150-watt projector floodlamp or a 100-watt lamp in an angle reflector, set under the eaves. You should be able to switch on the light from the house and garage.

Do you have special lights for porch and entrance steps?

Steps are tricky any time, but more so in the dark. If possible, use brackets on each side of the door with minimum watts of 40. This figure and others in this article are minimum amounts of light suggested. These throw light down on the steps. If you install just one doorway fixture, put it on the lock side of the door.

For porches, suspend a lantern with a minimum of 40 watts from the ceiling. Avoid clear glass panels in brackets or lantern; lighted bulbs behind clear glass are more blinding than helpful.

Do stairways have both top and bottom lights?

Dark stairs are treacherous. You should have a shielded fixture with a minimum 40 watts at both ends of stairs. Control the lights by a three-way switch so you can turn them on and off from both floors. Mount a semi-indirect fixture close to ceiling to avoid seeing the bulbs when you descend stairs. Make sure no bare bulbs are visible when you descend; this sudden "blinding" can cause a tumble.

Does each room entrance have a light switch?

You should never have to walk across a darkened room; therefore you should be able to turn on at least one light within a room as you enter.

Does your living room have a ceiling fixture?

This is the most practical way to get soft background lighting for more visually comfortable use of portable lamps, lighting for game tables in center of room without moving portables, convenient overall room light when you enter and flexibility in room's atmosphere for varying occasions. Have a minimum 150 watts filaments, or 50 to 60 watts fluorescent for small rooms, 150 to 200 square feet. Generally, hang a fixture not less than 7 feet 6 inches above the floor.

Do you use lamps for sewing and reading?

You need table and floor lamps to light the way to special tasks. Table lamps should give from 100 to 150 watts filament or 30 to 40 watts fluorescent and floor lamps, 150 to 500 watts filament or 32 watt fluorescent. Set the light source not more than thirty inches away from you. Lamp lighting is more comfortable, less spotty and better for the eyes when you keep walls and floor light too. This cuts down light contrast between your immediate eye work and surroundings.

Do you have night lights?

Stumbling around in the dark is a sure way to encounter an accident. And flicking on a bright light can be just as bad. You may make a bad move before your dark-adapted eyes have time to adjust to the bright light. The solution? Low-wattage night lights plugged into wall electric outlets in bathroom and hall. Eyes adapted to the dark for more than fifteen minutes can see objects in very dim light.

Does kitchen have general and specific lights?

Good lighting is a must in the room where you handle sharp knives and other hazardous tools. You need both general distribution of light and special lights for work areas--sink, range, counters and dining table. Ceiling fixtures of 150 watts filament or 80 watts fluorescent will provide general illumination. For task lighting, 60 watts is sufficient or for fluorescent, 10 watts per running foot.

Is laundry room well lighted?

You should never try to manipulate an iron, automatic ironer or washing

machine in dim light or shadow. Under these conditions, fingers and clothing are apt to get caught in moving machinery. Always be sure light is directly over washing and ironing locations. And a single ceiling fixture is not enough. You need at least two sources with 150 watts filament or 40 watts fluorescent.

Is workshop well lighted?

You can not tolerate anything but the best lighting in this danger room where you use all kinds of tools, especially electric saws, drill presses, sanders. Install ceiling fixture of 150 watts filament or 80 watts fluorescent for general lighting. You will also need special lighting directed at moving machinery. Sixty watts or 10 watts fluorescent for every foot of work bench is adequate.

Does bathroom mirror have light on both sides?

If the light is above mirror you will have difficulty shaving because the mirror and the top of your head are illuminated rather than your face. This produces grotesque shadows under your eyes, nose and chin.

Ideal lighting would encircle the mirror, and this is not too far in the future. In the meantime, however, use brackets on each side of the mirror, about five feet six inches from the floor. Use either filament bulbs of 60 watts or fluorescent tubes of 15 watts. When you can use only one fixture, make it a shaded one over the mirror. Unless a bathroom is very small (less than sixty square feet) you need a ceiling fixture also. But if you have to make a choice between a ceiling light and mirror lights, pick the latter.

Does shower have a ceiling light?

It is essential, since dim light may contribute to slipping. Light should be vapor proof, 60 watts filament, and be controlled by switch outside the compartment.

Types of Houses

In September, 1960, the editors of Living For Young Homemakers reported on a survey of the kinds of houses young America is buying. They found no well defined preference for any one style or size or price. It was their observation that there was less concern with the physical aspect of the house and more emphasis on a way of living. Buyers wanted good design and good value. They placed emphasis on features such as ample storage, an extra bath, and up-to-date use of new materials that makes for easy maintenance.

Components for economy

Co-ordinated components which permit the builder to use parts instead of pieces, make possible the features desired at a price the young family can afford to pay. Some components now on the market and widely used are:

Components for the outside wall

framing panels
 interior dry wall
 sheathing panels
 pre-hung, pre-glazed windows
 pre-hung doors
 exterior finish panels
 insulation batts
 modular brick
 modular block
 garage doors
 cellar door assemblies

Components for the roof

trusses
 gable ends
 plywood sheathing
 skylights
 composition shingles in strips
 pre-fabricated chimneys

Components for the bath

wall panels
 ceiling panels
 tub enclosures
 shower stalls
 vanitories
 medicine cabinets
 plumbing assemblies

Components for the kitchen

wall ovens
 wall refrigerators
 base cabinets
 wall cabinets
 dishwasher-sink units
 surface burner plates

Components for other rooms

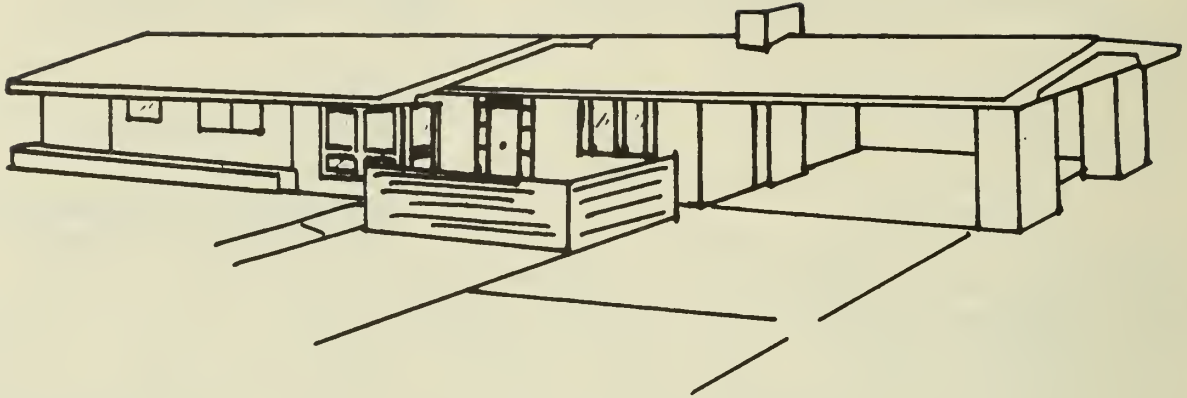
storage walls
 fireplaces
 fixed stairs
 disappearing stairs
 pre-hung doors

Choices in styles of houses

The nature of the house a family chooses to rent, buy, or build is influenced by geographic area, personal values, size of the family, stage in the life cycle, availability of housing, and amount of money allocated for this expense.

Original cost, maintenance, repair and convenience features must be discussed on the basis of equivalent amounts of floor area. Economic aspects, safety features, management problems are discussed in relation to a variety of housing choices.

One-story house
 One-story house with expansion attic
 Split-level house
 Two-story house
 Duplex
 Town house or row house
 Cooperative apartments



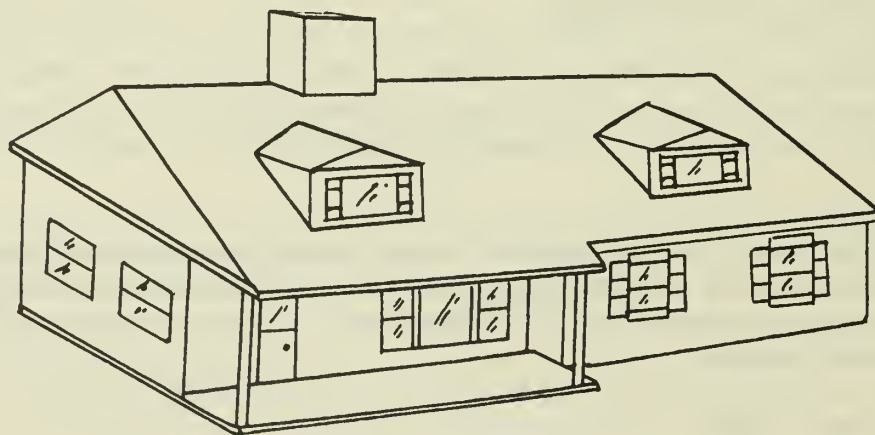
The one-story house

The ranch house is a common example. This type offers convenient one-floor living, flexibility in arranging activity areas, easy entry and exit, fewer problems when decorating or making repairs, and freedom to add more rooms limited only by size of lot.

Initial cost is high because of the foundation, roof and exterior walls required to enclose the space. Heating and cooling expenses will be higher because of the exposure and distance both heat and cold must be circulated. The larger lot required increases the initial cost and adds to taxable value of the property.

The one and one-half story house

Sometimes referred to as the house with an expansion attic, this type is designed with a roof steep enough to provide an attic that may be converted into living space.

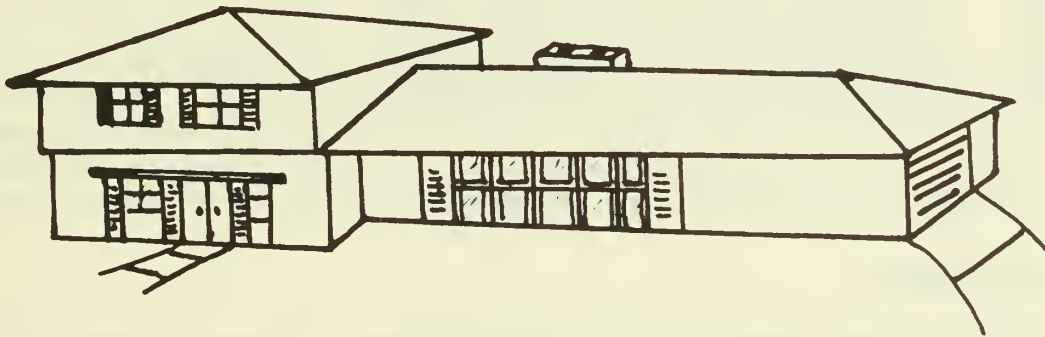


This type house may be accommodated on a smaller lot, puts twice the floor area under one roof, allows installation of plumbing one over the other, concentrates heating and air conditioning equipment, and provides space under the sloping roof for storage. Cape Cod, Northern Colonial, Dutch Colonial and salt box, are story and a half houses.

Height of the house makes it difficult to paint and repair without special equipment. In small models the hall may be eliminated and the stairway may rise at one end of the living room. It is most satisfactory when there is one bedroom-and-bath on the first floor.

The split-level house

This plan features rooms on two or more levels. It provides more living space with privacy and a variety of views than is possible in a one-story under the same amount of roof.



The split-level house takes up less space on the lot, adapts well to a rolling site, and is relatively less expensive to build than a one-story house with the same floor area because it requires less excavation, foundation and roof. It may cost more than a comparable one-story because of the different floor levels. Some families would find the stairways between levels a disadvantage. Economical back-to-back or one-over-one plumbing installation is not feasible in the split-level.

The utility level, higher than the conventional basement, has more natural light. Floor plans generally provide good traffic patterns, eliminating most cross traffic. The different structural levels create interesting exteriors.

The two-story house

This familiar type makes it possible to double the floor area within a given enclosure, resulting in savings in land, foundation and roof costs. This arrangement makes possible economical plumbing and heating installations.

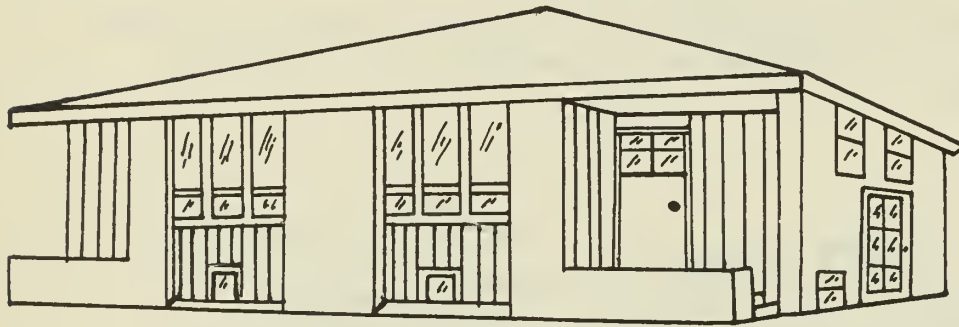


The height of the house makes maintenance and repair more expensive. Windows should be selected for ease of cleaning; screen and storm windows for ease of installation. Stairs may be a disadvantage to some families. Southern Colonial, Regency and Georgian are examples of two-story

houses in traditional styles of architecture.

The duplex

This name indicates that there are two units under a single roof, sharing a common dividing wall. Each has its own front and back yards but shares

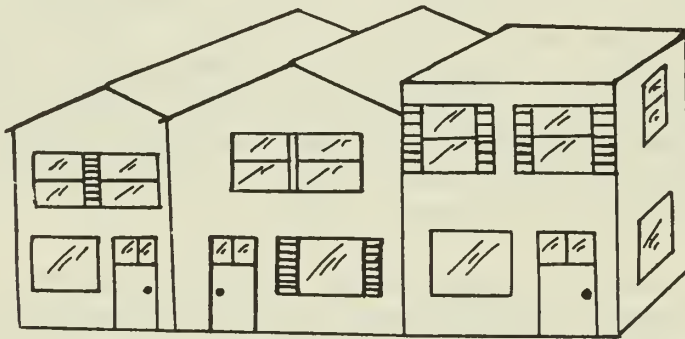


one side wall with its neighbor. The general effect is that of a single family dwelling. Savings result from the elimination of the side yard and the openings that would be put in that wall. Quality of materials and workmanship should be equal to comparably priced detached houses. The party wall should be sound proof. Reasonable

restrictions will insure attractive exterior maintenance and decoration. Any style of architecture may be adapted to the exterior of the duplex.

The row house

Also called "town house," "group house," or "patio house," this type has its own front, its own back but shares side walls with its neighbors.



The rows commonly include from four to ten houses, two or three stories high, with small front yards and back yards enclosed for privacy. The cost is less since side walls are shared and there are no windows or doors in the shared walls. The greatest saving comes in land cost because there are no side yards. Row houses appeal

to young marrieds and older couples who each want comfortable housing that is economical and easy to maintain.

Cooperative apartments

These apartments are owned and managed by a corporation whose shareholders own one or more apartments. A proprietary lease is given to the owner of each separate apartment, granting the purchaser the right to occupy the space for ninety-nine years. "Coops" combine the convenience of apartment life with the satisfaction of home ownership.

Basic maintenance and operational costs are shared. The apartment may be subleased with management taking over responsibility. It is common practice for screening committees to select neighbors they believe will be congenial and financially responsible.



Mobile Homes--A New Concept in Housing

Four million one hundred thousand people live in mobile homes. Larry McKittrick of the Mobile Home Manufacturers Association writes, "If all mobile home families were brought together in one location, they would form the third largest city in the United States--second only to New York and Chicago."

To many this is a new concept of housing. We need to understand the unique features of the mobile home in meeting family needs, the consumer-economic factors involved in the purchase, maintenance costs, restrictions on movement, and services common to desirable mobile home parks.

A mobile home is a movable or portable dwelling built on a chassis that can be connected to utilities and is designed for year-round living. It is without a permanent foundation. Mobile homes must be distinguished from travel trailers.

A travel trailer is a vehicular, portable structure built on a chassis, designed to be used as a temporary dwelling for travel, recreational and vacation uses.

Families averaged 2.9 persons in the 1,550,000 mobile homes in use in August 1961. A study of the residents shows:

- 37 per cent are skilled workers
- 20 per cent are military personnel
- 18 per cent are professional people

10 per cent are retired people

3 per cent are students

12 per cent are classified as "others"--businessmen, semi-skilled workers, laborers

- * Mobile homes are selected for economy, comfort, and convenience
- * The average income of mobile home families is \$5,300.00
- * The average mobile home owner stays twenty-seven months in one location
- * Mobile homes range in price from \$3,500.00 to \$12,000.00
- * Seventy-five to eighty per cent of new mobile homes are financed, some up to seven years

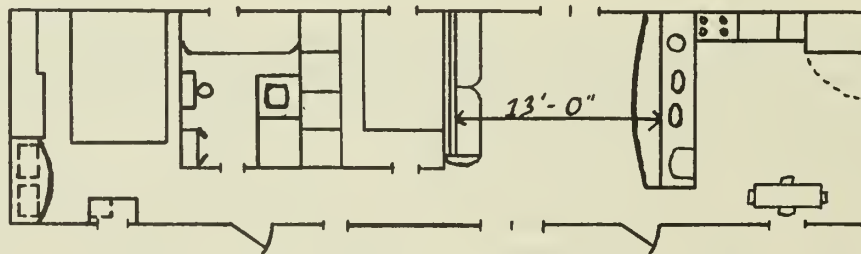
A mobile home has a living room; kitchen-dinette; one or two bathrooms; one, two, or three bedrooms. The accent on today's mobile home is placed on the "home" factor.

- * All of today's mobile homes are fully equipped with sanitary facilities; living room, dinette, and bedroom furniture; kitchen ranges; work tables; storage cabinets; refrigerators; draperies. Some have year-round air conditioning, automatic dishwashers, automatic garbage disposals.
- * Expandable-type mobile homes are becoming increasingly popular. Some of these feature expandable living rooms boosting the width from ten to twenty feet.

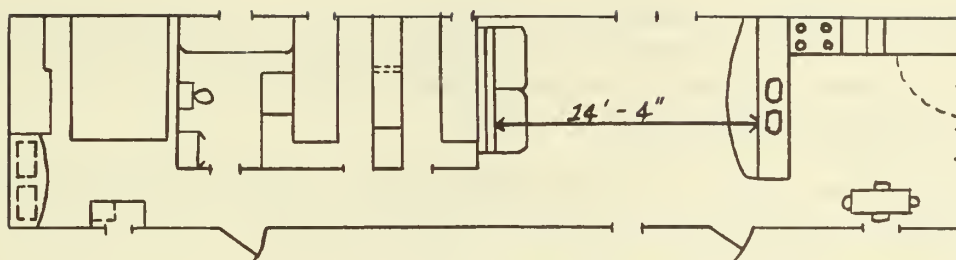
Plans

Three typical room arrangements in mobile homes of three different lengths are shown.

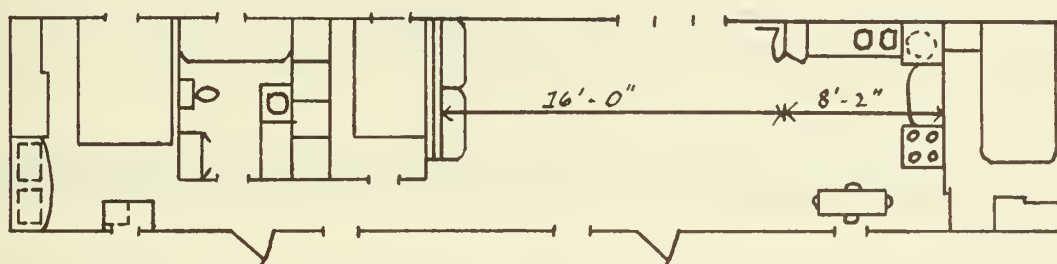
- * This is representative of a 47' x 10' model with side aisle, front kitchen and one bedroom. There are 470 square feet of living space.



- * The plan on the next page is representative of a 51' x 10' model with side aisle, front kitchen and three bedrooms. There are 510 square feet of living space.



- * This is representative of a 55' x 10' model with side aisle, front kitchen and three bedrooms. There are 550 square feet of living space.



Some costs and other features

Through a single purchase the consumer acquires a home, furniture and appliances. If one moves frequently a mobile home may save loss from forced sale of real estate at depressed prices in order for the family to move together. When a family decides on a permanent location the mobile home may be used as a vacation home or as the utility core for a permanent structure.

In 1961 there were more than 16,000 mobile home parks in the United States with approximately 550,000 spaces. The first parks were opened with spaces to sell. The average park has about forty-six spaces. A good park will offer the same community facilities that are found in a good neighborhood. Monthly rentals range from \$20.00 to \$60.00 with some luxury sites quoted as high as \$450.00.

The cost of a mobile home is at a comparatively lower level than conventional housing.

- * The cost of heating is not as great as when living in a fixed residence. for example, heating expenses are not as great because of the smaller area being warmed.
- * The price of a mobile home is based on the quality of materials and workmanship involved in the manufacturing process.
- * The majority of dealers require customers to furnish one-third to one-fourth of the retail price as down payment.
- * Trends in installment credit buying suggest that the majority of term sales contracts require monthly payments of \$70.00 to \$90.00 per month. These contracts run for forty-two months on new and thirty-six months on used models.

- * In mobile homes' installment financing, six per cent discount is paid on the full face amount at the time the loan is made which indicates the customer is paying between eleven and twelve per cent true interest on the money borrowed.
- * The physical needs of individual family members may be met by providing adequate sleeping, eating and living areas.
- * A mobile home provides security for families in certain vocational groups because the family know the home can be moved and the family stay together.
- * Owning a home gives a feeling of recognition to some families; mobile home owners may achieve this satisfaction from ownership of a mobile unit.
- * If the mobile home is longer than thirty-five feet the owner will need special permits and be required to meet certain standards when moving the unit.
- * Commercial towing fees are based on size of mobile home and distance to be traveled in move.
- * Commercial towing fees include all insurances and incidental charges enroute. The fee may or may not include packing, unpacking and stabilizing charges.

Points to check on mobile homes

Mobile homes should carry the seal of approval showing that they meet the standards set by the Mobile Homes Manufacturing Association for quality design and construction.

- * The exterior walls should be aluminum or sheet steel, insulated with spun glass or aluminum foil.
- * There should be ventilating fans near the kitchen stove, in the bathroom ceiling and bedroom ceiling in order to insure proper ventilation.
- * Because the mobile home is long and narrow, adequate circulation of hot or cold air can be accomplished only by a system for heating that is equipped with a blower. In addition there should be:

Minimum number of controlling gadgets
Thermostatically controlled operation
Quiet operation
Easy access for cleaning and/or servicing

- * The plumbing should be checked for correct functional installation.

The water supply system should have a connection of 3/4" IPS (iron pipe size) in order to supply adequate pressure if three outlets were to be used at one time.

- * Electrical materials, appliances and equipment should bear the "UL" (Underwriters' Laboratory) label.

Since the ability of an electrical conductor is directly proportionate to the size of the wire itself, the branch circuits for lighting should be 14 gauge.

There should be a minimum of three branch circuits.

- * Electrical appliances should be purchased from a reliable dealer. Generally speaking, parts and service are more readily available on nationally advertised brands.
- * Highly polished sheet metal exteriors reflect heat from the sun away from the mobile home in summer, trap and reflect radiant heat from interior sources back into the home during winter.

The interior decoration of the mobile home is a matter of personal choice. Available storage space should be studied in relation to needs.

When considering a used mobile home check for:

Structural deterioration
Structural failure
Failure or damage due to wear and/or accidents

References

There are magazines, books and films on mobile homes available. Several magazines with national circulation have recently featured articles such as:

"Mobiles Homes with a Deep Rooted Look", in McCalls, June, 1961

"Home Is a Trailer Look," in Look, June, 1961

"Mobile Home Communities on the Desert or at the Shore," House and Home, February, 1962

For those who are interested, may we recommend:

Books

Borgeson, Griffith, and Lillian, Mobile Homes and Travel Trailers. Arco Publishing Co., Inc., New York, 1959, 139 pages.

Trail-R-Club, How to Buy Trailers. Trail-R-Club, Box 1376, Beverly Hills, California.

Movies

Planning for Progress. Modern Talking Pictures, 8330, 216 E. Superior, Chicago.

Home, Sweet Mobile Home. Modern Talking Pictures, 216 E. Superior, Chicago.

Periodicals

Mobile Life, Mobile Homes Manufacturing Association, 20 N. Wacker Drive, Chicago 6.

Mobile Home Journal, Davis Publications, Inc., 450 E. Ohio, Chicago.

Trailer Topics Magazine, Trailer Topics Publishing Co., 28 E. Jackson Blvd., Chicago.

Keeping up to date on new developments in housing

Who? You! Then watch your students catch the spark! In this era of overnight changes, a zest for new information is one of the finest outcomes of any secondary course. In no area is this more essential than in housing. Where is new information to be found? Primarily in current numbers of the selected periodicals listed in Part I. Let us illustrate from the April, 1962, issues of two of the less expensive magazines.

In Better Homes and Gardens this month you will find material similar to the highly selective content given in this issue on temperature control and lighting. Included in the article on heating and cooling is an authoritative statement not previously published but extremely meaningful for your students. The Federal Housing Administration has just issued this directive to its field offices. "Within a few years, any house that is not air-conditioned will probably be obsolescent, so FHA should start encouraging the inclusion of air conditioning." On page 16 of this same magazine current costs of twenty-seven "extras" in a new house are given. This list makes it almost as easy to estimate the additional costs for house "extras" as it now is for automobile "extras."

The American Home offers many up-to-the-minute suggestions on buying a lot, plus one serious warning. The topic, "selection of a site," was omitted in our basic content because costs of custom-built houses have become almost prohibitive and young families' purchases are increasingly in tract or subdivision developments where house, lot, and even appliances sell as one "package," and the comprehensive check list on buying a house, as already mentioned on page 341, in Callender's Before You Buy a House provides basic information. To these more or less standardized ideas, author Edward D. Fales, Jr. adds the increasingly important concept of the changing ratio between land cost and building cost. On page 106 a report from the Federal Trade Commission deals with fraudulent homesite sales, usually by mail from advertisements.

Today some magazines also offer invaluable instructional materials for developing students' ability to think as well as to acquire the latest in information. Examine the four articles dealing with housing problems found on pages 26, 122, 128, and 132 in the April, 1962, issue of the Ladies Home Journal. Even if you are not planning to teach housing until next school year, be sure to save this particular issue for we plan to experiment with these articles, then share our experiences with you in a Part III entirely devoted to methods in teaching housing.

ISSUES IN 1962-3

We, the Editorial Board of the Illinois Teacher of Home Economics, believe that 1962-3 will be a critical year in the history of home economics. But we also believe that we have been preparing ourselves and can help our readers at least a little to meet this year of change.

Our challenges

In What's New in Home Economics, April, 1962, Mrs. Amber Ludwig warns all of us, "Make no mistake about it--these are days that ruthlessly separate the women from the girls. There are increasingly few refuges anywhere for the weak, the lazy, and the incompetent." The following appear to be some of the major challenges we face.

Recent developments of effective content and methods in the academic areas of subject matter at all grade levels are now being put into practice in schools, thereby offering stronger competition to enrollments in non-academic areas.

Recent improvements in teaching facilities for academic areas, thanks in part to the National Defense Education Act, are becoming generally available in elementary schools, junior high schools, and senior high schools.

The contention by the Educational Policies Commission that the overall purpose of American education is developing students' ability to think is increasingly accepted by laymen and professionals.

School administrators and counselors as well as parents are expressing an aroused concern that the public schools successfully prepare all students for occupational competence, either by being admitted to advanced study beyond high school or by work experience programs provided through the cooperation of schools and communities.

Our opportunities

We believe that we have many evidences that these critically important challenges are increasingly being recognized by home economists. The present ferment in home economics education seems most encouraging. Here are only a few of these evidences.

In every state in this country, in every province in Canada, teachers, individually and in committees, are studying how to revise present curriculums to better meet the challenges to our field.

More and more teachers are realizing the necessity of offering adequate challenge to students through texts as well as methods of teaching and, to their surprise and delight, are discovering that available texts originally designed for advanced study can be successfully used with students in high schools.

There appears to be an increasing perception of the unique contributions that home economics, through its dual function, can make to potential and actual dropouts, a problem of national concern currently being placed upon the doorstep of public schools.

With support must go responsibility; the faith evidenced by schools in including space and facilities for home economics in buildings now being planned is demonstrated by the extra 800 reprints needed to meet the demand from administrators and architects of Vol. IV, No. 7 and Vol. V, No. 5 that deal with this topic.

Our contributions in 1962-3

By 1960 the development of thinking had assumed such major importance in education that it became increasingly evident that any area of subject matter that failed to contribute to this goal would be in trouble--serious trouble. Authors, interested and competent in various areas of subject matter, went to work to explore the demonstrable possibilities of home economics teaching contributing to this over-all goal of American education.

Representative high school and college teachers, state and city supervisors, graduate and undergraduate students for some time have been struggling to identify and try out methods of teaching home economics, with its dual function, to the end that students' ability to think may be developed to the maximum potential of individuals. Out of all this study and experimentation have come reports on nine areas below. You will note that teaching environment is included on the premise that educational facilities are considered to be one method of teaching.

The over-all topic will be Methods of Teaching Through Which Students' Thinking Ability Can Be Developed:

- Child care and development
- Clothing and textiles
- Consumer buying
- Family relationships
- Foods
- Housing
- Money management
- Nutrition and health
- Space and facilities

All these issues, filled with innumerable examples of specific teaching methods, have been designed to help every subscriber in 1962-3, in the concluding words of Mrs. Ludwig's article, "to see her rightful role and to help her play it as it should be played so the world may be a better place to live."

Editorial Board: Letitia Walsh
Doris Manning
Vera Dean

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ILLINOIS TEACHER OF HOME ECONOMICS

PRE-EMPLOYMENT EDUCATION BY HOME ECONOMICS TEACHERS, PART II

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UNIVERSITY OF ILLINOIS BULLETIN

Volume V, Number 9; May, 1962. Published
nine times each year by the University of
Illinois. Office of Home Economics Education,
334 Gregory Hall, Urbana, Illinois

PRE-EMPLOYMENT EDUCATION BY HOME ECONOMICS TEACHERS, PART II

Mae Josephine Miller, Coordinator of Home Economics,
Mooseheart Schools

Helen J. Evans, Supervisor of Vocational Education,
Bureau of Home Economics, Chicago Schools

"For a conference on the employment of high school graduates I can give you only an hour BUT, if you want to discuss our dropout problem, I'll gladly give you all day!" The speaker was Dr. Benjamin Willis. This remark of Chicago's General Superintendent of Schools is indicative of the overwhelming concern Illinois educators are feeling about the absolute necessity for keeping adolescents at least through high school graduation.

Dr. Willis was talking to Fred W. Englund, personnel director of Carson Pirie Scott and Company, and out of the day-long conference developed a new experimental educational program. It is familiarly known as the EE program. The two E's stand for "Education" and "Employment."

In this issue we want to describe ways in which home economics teachers can and are participating in a variety of pre-employment programs. Not only are they participating; they are deliberately undertaking to work with potential dropouts and at a job level where success does not require the intellectual capacity that business education teachers are realizing automated office work now demands. Specific examples from working programs, based upon the fundamental facts offered in Part I, are provided in this issue.

Beat Your Own Record

Educational psychologists are of the opinion that a goal-oriented program for most youth should begin in the early years of junior high school. The amazingly successful Doolittle Project, described in Vol. V, No. 7, suggests that common basic goals should even dominate the elementary grades. Certainly the implication for home economists teaching in junior high schools seems to be that offerings in grades seven and eight must contribute more than exploratory, fun-oriented experiences.

Why is home economics in junior high school increasingly important?

One reason for the necessity of a serious contribution at this level is that all students have been exposed in today's elementary grades to more new and difficult concepts than were ever dreamed of a few years ago. In fact, parents declare that their children's studies by the time the moppets reach the fifth grade are far beyond anything they have learned! Some elementary schools in communities where the parents' educational level is unusually high still send home requests that parents refrain from confusing their children by well-meant efforts to aid their homework. Other parent-

teachers' organizations have regular study clubs for educating fathers and mothers in the new content and techniques used in such areas as mathematics, sciences, foreign languages, and social sciences in the elementary school.

The world of daily crises which today's young adolescents seem to take in stride still has a noticeable effect upon their maturing. The abler students, with accelerated maturing, are asking of themselves such questions as: "Who am I? What can I become? What should I be doing to prepare myself for this becoming?" For this reason guidance has assumed a new and vital role in junior high schools and even in the elementary schools where funds permit. The less able students, vaguely aware of this need for self-actualization, lack the drive and clarity of mind to think through their own self concept. They tend to drift, to "fool around," to live for the moment because they lack goals. But accurate, realistic conceptions of self are learned. Since they are learned, they are teachable in every classroom. Home economics laboratories in junior high schools are rich in their possibilities for helping all students gain these realistic conceptions of self.

Of course, there are also two other good reasons for making our junior high school offerings the very best possible. Mrs. Amber Ludwig, writing in the April, 1962, issue of What's New in Home Economics, reminds us that "If you are teaching seventh graders, make the course a meaty one. Remember, in many schools this is the only home economics course required of every girl. It may be your only chance to sell her on continuing the subject in high school." Of still more personal interest should be her urgent plea to "be sure that each course provides a successively stimulating challenge--so that she does not get bored or get the idea that home economics is easy. Easy subjects are frills, and in the face of today's competition are likely to be eliminated."

How do students gain realistic conceptions of self?

A somewhat irate employer, writing in a 1960 American Vocational Journal, declared that "school interest" seemed to be synonymous with amusement. He deplored the idea that students could dictate the acceptance or rejection of learning, pointing out the later reality they would encounter: "a company or employer cannot be regarded as a philanthropic or benevolent organization." There must be a fair exchange between productivity and pay!

According to the four authors of the position papers on which the ASCD 1960 Yearbook: Perceiving, Behaving, Becoming, is based, people are never unmotivated. They may not be motivated to do what we want them to do but it can never be truly said that they are unmotivated. According to these four authors, moreover, student motivation is always directed toward becoming an adequate person. Of course, that is actually what we, too, want for individuals. The crux of the problem seems to lie in the different perceptions of adequacy.

We have long been told that people learn that they are adequate, not from failure, but from success. However, these same psychologists point out that today's more sophisticated youngsters are acquiring a feeling of failure in a different way. To quote the Yearbook, "Goals and expectations set too low do not provide an experience of success and achievement--only on

experience of boredom and apathy. Success experience is a function of challenge, not repetition. The feeling that one is important, able, worthy, and successful arises from the successful solution of important problems; not just any problems, but important problems. Adequacy is the product of challenge. But what challenges an individual, it must be realized, is what challenges him, not his teacher."

Let us recall Polly of the menu board whom you saw struggling in Part I. There was no boredom or apathy there! Polly was challenged over and over again by the strength of her own careless habits. In her own words, "Gee, I've been goofing for so long that now I can't even tell when I goof!" To conquer that ball-and-chain habit was a very important problem to Polly. In our role as teacher we must let such a student understand that we value the courage to be imperfect and keep trying rather than perfectionism and the ensuing fear of making mistakes.

So the adequate person learns about his strengths and limits by overcoming difficulties, by meeting challenges. The complete absence of frustration is dangerous. Teachers in Illinois are accumulating much evidence that such an absence of frustration has existed in our former home economics teaching in grades seven and eight. One illustration of this is that sixth graders have been able to cope successfully with instructional materials formerly taught in later grades! To be strong enough to meet tomorrow's unknown problems, our students must acquire "frustration-tolerance."

Although good mental health requires that ultimately there must be a slight balance in favor of success, perhaps home economics teachers need to take a careful look at this responsibility of providing frustrations. Noisy and wiggly though they may be, seventh and eighth graders almost never fail to delight their instructors with their overt enthusiasms. Have we adults, too, become victims of Clark Vincent's "philosophy of fun?" Faced with students' careless habits, have we too often excused them with the exclamation, "But they are so young! Time enough for them to learn good work habits later!"

This simply is not true. Youngsters know if and when they have actually achieved. The sooner they can start to learn their own limits, the less devastating will such knowledge be. One youngster in a seventh grade class compared her salad with those of other class members and groaned, "Mine just doesn't have what it takes!" Thanks to nature's healing grace, she was able to add a moment later, "But the vitamins and minerals in it are just as good!" She was achieving a frustration-tolerance over her limitation in artistic ability, and becoming stronger thereby.

How can teachers help students perceive and cope with reality?

This inner core or "self" grows into maturity only partly by self-discovery, the uncovering and acceptance of what is there beforehand. Partly it is a creation of the person himself, finding the courage to develop his particular frustration-tolerance. But also partly the self concept is learned from the ways in which he has been treated by those surrounding him during the process of growing up. Instead of a politely superficial complimenting of the seventh grader's salad, the new responsibility of a teacher

is believed to be a quiet agreement on her limited artistic aptitude if it has appeared fairly consistently in other lessons and other areas as in clothing. Psychologists are now inclined to think that there is no better way to make clear to adolescents that you are genuinely interested in them as persons than this helping them to see themselves realistically.

Studies indicate that junior high school students are increasingly asking themselves "What can I become?" If their school grades are satisfactory, they perceive their scholarship record as justifying college attendance. What equally tangible evidence can home economics provide to those students whose interests or abilities are not college directed? We believe that self-revealing experiences in management of resources may well be exactly what the latter group needs. Results are every bit as visible as a report card but self-evaluated so that there is no temptation to seek a scapegoat. Perhaps most important of all can be the teacher's stress upon beating their own record. Comparison of grades is deeply entrenched in students' minds and difficult to prevent. But new and different learning experiences in management lend themselves to a new and different outlook.

How can goals for seventh and eighth graders be sharply defined?

In the Saturday Evening Post, April 14, 1962, a St. Louis school administrator comments about a successful program to a reporter, "You are not going to find any gimmicks except facing reality." Just so, possibly the only difference between our suggestions for learning experiences and those which are familiar to you may be the degree of facing reality. Sharply defined goals are the first step in helping youngsters to perceive and cope with reality.

Let us first look at a foods class as it might have been in the "good old days." Many of us can recall it very well. You would have observed an enormous amount of activity during the preparation period, foods eaten gleefully even though "on the run," and the clean-up more satisfactory than might have been expected in the brief period available at the end of the lesson. We can also recall our painful uncertainty about the worth of the lesson when we discovered what the students had reported learning from such lessons--the FOOD, of course! But teachers' habits and youngsters' expectations are difficult to change.

Today's emphasis upon clearly defined goals has served to unscramble just what may be achieved from lessons in a foods laboratory. Teachers and students have gained motivation for change through recognition of the characteristics demanded by employers, as listed on page 325 in Part I. Younger adolescents tend to learn best through concrete phenomena, so a visit to observe a skillful cook in a commercial eating place is an excellent way for them to gain the concept of good management, if feasible. From some such observation students can gain a clear conception of the difference between what the school and home will "put up with" and the efficiency level demanded in paid employment.

Then a teacher (after some practice) may present two demonstrations that are in sharp contrast so far as management is concerned. Introduced by the attention-getting question, "Which one of these cooks would you hire?" the first demonstration may embody some of the wasteful methods

that many students have employed, and the second the maximum efficiency of which the instructor is capable.

If a single simple dish is prepared, both demonstrations may be given during one class period. Individuals or committees of students may be given specific aspects to compare as well as all being asked to list every poor technique of management in the first showing and every good one that they observe in the second. These techniques cannot be too numerous and must be in sharply paralleled contrast. Here is a lengthy list from which to choose your own students' needs.

- * Personal appearance--as affecting efficiency, safety, sanitation
- * Posture--fatiguing versus one that would contribute to physical stamina
- * Recipe--placed off at one side versus propped directly in front to save eye motions and read through before starting work
- * Procedures--pre-planned versus hit-or-miss activity
- * Storage--one-motion at point of first use versus looking for in various places and having to move things to reach
- * Drawers and doors--some that stick and are then inconveniently left open versus smoothly opening; all necessary tools, equipment and supplies removed at one time, then closed
- * Height of working surface--accepted without thought although unsatisfactory versus some simple adjustment made
- * Selection of tools and equipment--inefficient and unsuitable in size, type or quality versus time-and-motion saving
- * Sequence of preparation operations--jobs done in reasoned sequence versus confused order with necessary "backtracking"
- * Processes--unnecessary motions or tasks versus eliminating or simplifying these
- * Pace--moderate but steady versus rushing about under pressure
- * Rhythm--a regular repetition, using smooth, continuous free-sweeping motions versus sharp, spasmodic, straight attacks
- * Safety--hazardous selection and use of tools and equipment versus thoughtful care
- * Economy--food and fuel wasted through incorrect methods in preparation versus care in handling, following directions, controlling temperatures
- * Condition of work surface--messy and inefficient versus neat and orderly
- * Number of utensils used--minimum through proper sequence of use versus getting out one for almost every process
- * Clean-up--pre-soaking, stacking, thorough cleaning, replacing in correct place versus a hasty scramble, excess detergent and/or cool water, unsanitary results, soiled equipment left in sink

How should such an analysis of work habits be used?

Do some poor work habits in the above list alert you to mistakes even your older students are still making? Then, in our opinion, the sooner these errors are corrected the better. But you may retort, "Surely employment standards need not be expected of college-bound girls!" Remember that college graduates, too, will experience the "two lives of women" unless some catastrophic changes occur. They will be less frustrated if they can

recognize in themselves a satisfying skill in the mechanical aspects of homemaking that are inevitable in even the push-button home of the future. Moreover, acquiring good work habits tends to develop a desirable general behavior pattern in individuals. Young and old, persons recognize and respect skill, not only to facilitate earning an income but as an observable form of self-actualization.

Some others of our readers may object, "If I were to try to slowly and laboriously develop any measure of ability in these work habits, it would take forever with my slow classes!" Actually, although "self-actualization" may sound like some vague theory, it is the underlying need of all persons. If you will examine in your April, 1962, NEA Journal the condensation of the new thirty-five cent bulletin, Education and the Disadvantaged American, you will read this pertinent excerpt.

"To achieve contact with each child, the school must make every effort to help him sense that the school is important to him. It must provide activities to which he can contribute, through which he can earn the respect of others, and in which he can improve his performance."

Our unique opportunity in home economics is to provide just such activities.

To the slow students who so desperately need to believe that they are becoming adequate, the multiplicity of demands in the usual lesson on food preparation lack unity, coherence, and emphasis--and therefore lack learning effectiveness. But make individual improvement in any one work habit a sharply defined goal of the lesson and note the difference in reaction. Perhaps the emphasis of the day is on reducing the number of utensils used. During the previous laboratory lesson, a poll, recorded on the chalk board by all students, showed that others had used fewer in the same preparation. Moreover, the teacher had taken time to demonstrate why this difference had occurred and how to use fewer. Upon repetition of the goal in a similar laboratory lesson, every slow student is doggedly determined to reduce the number of utensils! And all or nearly all do beat their own record!

Students who suffer from distractability, students who find sequential thinking extremely difficult, students whose poor work habits act as a "ball and chain" on their good intentions glory in such triumphs, no matter how minor the gain may seem to the teacher. Surprisingly soon, the teacher finds them demanding such specific improvement goals. One class impatiently asked a teacher, "But what do we work on today?" A parent reported that her daughter had drafted a younger sister to observe and record her traffic patterns at home because she was dissatisfied with the record she had made at school. Gradually we teachers are coming to realize that seventh and eighth graders can and will grow in self-discipline and responsibility if we break down a large and confusing job into problems of manageable proportions.

What changes in teaching are implied if good work habits are sought?

If the development of improved work habits is to be taken seriously in junior high school, clearly certain implications for changes in teaching become evident. Let us briefly consider what some of these changes may be.

- * Given the same length of time as before, introduction of an additional over-all objective automatically reduces the class time that can be devoted to whatever has been previously taught as a "family-centered" exploratory course. In line with modern thinking, the product must share the educational stage with the process. Just as most teaching of thinking is now concentrated on method, most teaching of work habits is done through analyzing the process of performance.
- * Through tangible, specific results, junior high school students must be helped to see their own strengths and their limitations. For this some blurred image of their attainments is completely inadequate. Courage on the part of both teachers and adolescents is required if a clear-cut relation between the ideal and the possible is to be accepted with a supportable degree of frustration. Educating young adolescents for failure in later years is inexcusable. They deserve the opportunity to develop a positive self concept based on reality.
- * Although cooperation is a worthy goal for learning activities at this age, it cannot begin to compete with "beat your own record," so far as student interest is concerned. Why? Well, we suspect that every person has an overwhelming interest in himself, only adults usually try to conceal the fact. If attention is kept on students' own past record, an unhealthy competition can be kept to a minimum even though reality demands that they get an approximate idea of how they compare with others.
- * As public demands that the school prepare every student in appropriate steps toward employability become more intense, the former emphasis upon much group work is shifting to more individual learning activities. For example, in food preparation good work habits must be learned, practiced, and evaluated by individuals if permanent improvement is to be achieved and maintained.
- * The goal of improving work habits, one by one, provides teachers with evidence on a learning microcosm small enough that they truly know an individual. As is pointed out in the 1962 Yearbook of the ASCD, "teachers and guidance workers do not have to know all the past history of a student in order to effect behavior change." Accumulated data merely inform teachers about individuals. The observable struggle to change a poor habit, to establish a good one makes teachers and students realize keenly that the school can do much for every adolescent's improvement, even though it has no control over his outside world.
- * As we know individual students better, we shall feel more confident of the type of simple occupational guidance we may safely offer. Of course, this should never go beyond the accumulated evidence. Suppose the girl with limited artistic ability, whom we mentioned earlier, approaches her teacher and asks, with typical adolescent despair, "What can a poor dub like me ever do?" Often referral to a counselor or home room teacher with a broader grasp of the girl's potentials is wise.

- * In selecting work habits that are most important for students to learn, a teacher must keep herself informed on recent research findings. For example, the formerly recommended practice of sitting to perform most household tasks is now being questioned by workers in time-and-motion investigations, except when remaining seated is absolutely necessary as in the case of a wheel-chair homemaker, of course. A selective choice of tasks to be attempted simultaneously by a worker's two hands is likewise now considered advisable.
- * The junior high school program in home economics needs to have an organized practice and maintenance sequence if work habits learned are to be retained. In a few cases, a desirable habit may be so specialized that only in one area will there be an opportunity to practice it. The correct order of washing serving and cooking equipment is one example. In most cases, work habits can be so generalized that they can be practiced in two or more areas. Keeping the condition of a work surface efficient, for instance, is desirable in practically every laboratory lesson.

How can work habits be similarly guided in areas other than foods?

Work in the clothing laboratory commonly found in junior high school programs can also be utilized to establish habits and attitudes worthwhile for all students but of critical importance to the less able, consequently less independent girls. Less fine motor coordination and less permanent products in food preparation suggest that this should be the first area where work habits should be introduced. In clothing the same aspects of management may often be repeated but involve new learnings because the supplies, equipment and materials are quite different. Put on your thinking cap and you will readily envision repetition in clothing laboratories of the following aspects earlier described in their application to food preparation.

- * Healthful posture at work
- * Effective storage
- * Efficient selection, use and care of tools
- * Minimum processes in work
- * Competent sequence of operations
- * Availability, interpretation and following of guide sheet
- * Work surfaces of satisfactory height and size
- * Safety and sanitation in use of tools and equipment
- * Economy in materials, pattern, pins, etc.
- * Pace and rhythm appropriate to tasks
- * Clean-up organized and prompt

After the first experiences with efficient work habits in foods, when adolescents may be "from Missouri" and have to be shown by the teacher, teachers will soon find that the girls take pride in "discovering" time-and-motion techniques for themselves. A class, engaged in constructing their first garment, summarized the following discoveries for which they had evidence on which to recommend them. They are in the seventh graders' own words, but to the point, we believe.

- * Have everything ready at school the day you start to work
- * Pay attention to the teachers so's to know what to do, how and why
- * Follow the order of jobs on the class Progress Chart
- * Use just enough pins to hold pattern or material in place
- * Do like jobs at the same time
- * Sew one seam after another when at the machine
- * Use both hands in cutting, stitching, hand sewing
- * Keep material on table while you work
- * At a fitting, check things in order and when everything is ready
- * Look ahead and write your name on chalkboard for quick teacher's help
- * Do your visiting outside of class
- * Put threads and trimmings in can at side of table
- * Use magnet to pick up pins and needles
- * Use a small enough needle to do good work and sharp pins and shears
- * Don't put things off, brace up and get them done
- * Make good use of odd minutes
- * Start packing up when it is time but not before
- * Pack your tote box neatly, don't wad--wrinkles will have to be pressed
- * Whenever a job is finished, mark on Progress Chart

As you can infer, an identical problem had been constructed by these beginners. Variety in materials and trimmings provided adequate individuality and interest. This idea, too, may seem a reversal from earlier pronouncements on teaching clothing but authorities are now recommending this, as you can note in Miss Stringer's helpful article, "Making Minutes Count in Clothing Classes," Forecast, February, 1962. We believe that this is another illustration of the two-dimensional curriculum in action where the process of learning is considered increasingly important.

Sequential learning experiences

In the Illinois Scope and Sequence, you will recall that a short unit on "Management in Growing Up" suggests a further study on saving time and energy through some such means as drawer, closet and furniture arrangement. Obviously, introducing such arrangement activities after the food and nutrition unit utilizes Judd's theory (circa 1908) that training in one situation is likely to be beneficial in another situation if processes and principles learned in the earlier situation can be used in the new experience. Moreover, practice at school helps to insure transfer of management techniques to home problems where not all elements are apt to be identical.

Still later the more complex problem of individuals planning time for study, play, home and family activities is recommended. Such a problem involves more than the physical and mental principles and processes of time saving. Inevitably, and rightfully, personal and family (even neighborhood) values have to be reckoned with before choices can be made. Together all these learning experiences offer a clear-cut example of sequence of difficulty in teaching management. And only through such carefully planned, sequential learning come desirable work habits and attitudes.

Differing Paths in High School Years

No matter whether you are in a 2-4 or a 3-3 high school organization, the ninth grade seems to represent the year of decision for both students

and teachers. Why? Because for many age sixteen is approaching--the legal school-leaving age in Illinois.

In small rural high schools

To be sure, in the small rural high school without junior high school facilities the home economics teacher is having the fun of introducing new formal classroom experiences to the ninth graders and may be blissfully unaware of its lack of challenge to 4-H members or to bright students. Research in Illinois shows that at the tenth grade level only about half of these ninth graders will enroll in home economics--the more academically talented seek college preparatory or business education courses.

This the teacher accepts as a legitimate way of providing for individual differences. But study after study has shown that teachers report that tenth graders are the least satisfying students they teach in rural high schools. Could the cause for this attitude lie at least partly in the teachers' feeling that somehow both they and home economics have been rejected by the students they admired most?

The tragic possibility that perhaps as many as 30-40 per cent of these lethargic students may fail to return to high school rarely occurs to rural teachers, so indelibly has the stereotype that all dropouts are urban been impressed upon Illinois minds. "Some more of the same" is not what these potential dropouts need but "new directions in home economics," as we so often see mentioned in the literature but are inclined to forget in practice! Experimentation with such new directions is described later, for either rural or urban students.

In large urban high schools

Somehow urban teachers of home economics seem to be more aware of the necessity of employment than do rural teachers. Where a rural instructor may mourn a dropout with "But she wasn't ready for marriage and parenthood!" the urban teacher is more likely to exclaim, "I wonder where she thinks she's going to get a job?" Yet most urban teachers take no more constructive steps toward change than do the teachers in small towns where the facts of life are not so apparent--but definitely are there! Actually, both rural and urban teachers know that their girls are almost sure to experience the "two lives of women" reported in Part I. One reason is that the majority of home economics teachers in Illinois are themselves working wives!

There is no one solution

Or, if there is, the discovery lies in the future. Empirical evidence suggests that high schools for some time to come will be forced to do their own experimenting. With national attention now being focused upon the dropout problem, most educators agree that there is no time to lose in starting fresh thinking and new attacks upon the problem.

There appears to be general consensus that the earliest study in home economics should be basic education for all. Speaking at the mid-winter meeting of the Department of Home Economics of the National Education Association, Dr. J. Lloyd Trump proposed that this aspect of general education

deserved a place in the curriculum of every year of a child's instruction, beginning with kindergarten. But not the usual home economics offered today. As you probably know, Dr. Trump is Associate Secretary of the National Association of Secondary School Principals in the National Education Association and a highly creative leader in formulating changes for tomorrow's schools. When schools are different, certainly home economics classes also will be changed.

We perceive the goal of developing realistic and effective work habits and attitudes as being an essential part of this basic education. Everyone needs a task which will bring personal satisfaction and a feeling of accomplishment. Tasks will vary with every individual and even during the different life cycles of one person. The self-discipline and self-awareness developed through the school experiences suggested are invaluable for every student, according to all guidance specialists.

In the opportunity to develop these outcomes through the tangibles of home economics lies one of our unique and irreplaceable contributions to girls' education. In most junior high schools industrial arts study affords the same advantage for boys. However, Dr. Trump's plan of beginning study in the elementary school and continuing through junior high school years would probably encompass some home economics for boys throughout this entire period. This may well be the "image of the future" but is not in extensive practice today.

From this point on, home economics offerings in the later high school years show great diversity--which is as it should be. Speaking at the Central Regional Conference on "The High School We Need," Dr. Rita Youmans made provision for individual differences one of the three MUSTS of tomorrow's high schools. She stated, "On any score you wish to name--mental ability, aspiration, emotional development, moral and physical support from parents--tremendous variability is represented within the comprehensive high school, even where selective community influences tend to do some screening."

Lucky students, fortunate teachers

Who are these? The students who have the opportunity and the will to see through the thorough, well-organized preparation described in Part I. Their teachers are fortunate because, with ample time, they can feel the satisfaction of achieving both the goal of preparation for marriage and family living and preparation for employment, even with slow learners. Moreover they, too, have ample time to "learn as they go" in their new venture.

The program described in Part I exhibits these highly desirable conditions, as checked against a recent set of recommendations reported from a national meeting by Naomi Hiatt, executive director of the Illinois Commission on Children.

* "There should be centralized control of programs in each community."

In the practical proposals in Part I, this leadership was centered in the school, but many agencies and organizations, many industries and businesses, parents of students and the lay public were informed and appropriately involved.

- * "Numbers and kinds of jobs and numbers of potential dropouts and unemployed youth should be surveyed."

Obviously this surveying would need to be done regularly and repeatedly. Someone in the school might be assigned as a vocational counselor and/or coordinator to work with a representative of the local office of the Illinois Employment Service in making surveys in order to avoid duplication of functions and efforts.

- * "Programs should provide a variety of work experiences covering a wide range of skills."

Sometimes college graduates, as all home economics teachers must be, quite unconsciously remain unaware of the great variety of service jobs in which girls can find part- or full-time employment sooner or later.

- * "Priorities of youth to be served should be established, but potential dropouts should head the list."

In one of our programs specific consideration was given to financial need and family problems of potential dropouts in quietly inviting the number for which work experience had been found in the community. But those who were invited to participate were so interested that they told their friends, and five times as many more asked to fill out application forms requesting admission to the program.

- * "Each program should include classification of youngsters, guidance and counseling, and follow-up of placement in jobs."

In one city the administration expects to expand the present extensive high school counseling service by employing twenty-five special administrators and seventy-five vocational counselors just for follow-up on youth ages sixteen to twenty-one. Smaller schools require less specialization but all such additions will demand increased funds for education.

In addition, from the educational viewpoint, such a lengthy, systematic, sequential program of in-school and out-of-school learning offers the maximum opportunity to slower learners. For this level of ability, time is vital. But so is motivation of both students and their parents! Our experience leads us to heartily agree with State Superintendent Wilkins that parental understanding and support are key factors in initiating and maintaining such a program successfully. It has also amazed and delighted us as we have watched students' earlier listlessness, lethargy and lack of initiative transformed into an intense personal commitment and an active self-corrective approach to problems encountered in work experiences.

Apparently, achieving such a program is going to be more readily accomplished in smaller schools and communities. Its realization in a metropolitan setting seems to be at the other end of the continuum of difficulty. On the other hand, it may be that appropriate work experiences may be harder

to secure in smaller communities since a sizable proportion of the high school enrollees will inevitably have to find their adult jobs in cities. We believe, with the stakes so high and the results so obvious, all schools must begin immediately to explore the possibilities in their communities, whatever their size may be.

The experimental program at Chicago's Flower Vocational High School

For sharp contrast we now propose to describe a program that is very different from the 'lengthy, systematic, sequential program of in-school and out-of-school learning' dealt with in Part I. With mounting unemployment and public relief load in Chicago, some radical changes were all too clearly and urgently demanded. Of course, it must be understood that this is only one of many widely varying programs of vocational education in Chicago, as in most great cities. With inadequate space for describing all these, let us just pinpoint a few of the differences.

- * Some programs are original training; some are for re-training
- * Some students are not yet sixteen; some are older
- * Some students are full-time; some are holding a part-time or full-time job while studying
- * Some classes are during the school day; others are after school, or in the evening
- * Some offerings are during the traditional school year; others are during the summer
- * Some programs have time limits; others are dependent upon the time when each student attains employability
- * Teaching is done in groups whenever and wherever possible but much school practice is of necessity highly individualized
- * Potential dropouts may come from some year in the elementary school or from some year in the high school; all are welcomed into a suitable vocational class

The Great Cities School Improvement Program in Chicago

Even though the program at Flower Vocational High School is only one small part of Chicago's efforts at improvement, it seems to be one that would be readily adaptable to most school systems. For one reason, it has had no special funds appropriated for program development. The greatest need and the consequent concentration of local and outside funds has been located in district eleven where most of the population may be considered to be culturally deprived.

For three years Chicago has been a participant in the 'Great Cities School Improvement Program' sponsored and partially financed by the Ford Foundation. Visitors will find the office for this project located in the Dunbar Vocational School at 2900 South Parkway. Mrs. Louise Dougherty is director of the Project as well as the district superintendent of district eleven. The Doolittle School, previously described, the new Drake School where the enrollment is entirely made up of selected youngsters fourteen years of age or older and still in grade school because of academic difficulties, and a host of other programs typify the possible scope and imaginative approaches to urban education desirable in underprivileged areas.

One of the most astonishing and commendable features of the Project programs seems to us to be the recognition and acceptance of the necessity for involving families in the total rehabilitation of students. Home economics teachers visit homes and make strenuous efforts to offer the best possible teaching, whether their students are the daughters or the mothers who voluntarily attend adult classes. Efforts are concentrated on helping parents as well as under-achievers and dropouts become more secure in the home, the school, and the world of work. Full-time home economists work all year long with parents in their homes and with girls in after-school programs. Many of the girls' special interest groups have elected to formally affiliate with the 4-H organization. Meetings are held twice a week and are two hours in length. Parents are invited to become assistant leaders of groups in order to train them to become sole sponsors after a time. Clubs of fathers (or father substitutes) sponsor an annual meeting in September of all Project parents to acquaint them with the opportunities being given to their children, both in school and out of school.

The students at Flower Vocational High School

Recent study of the voluntary withdrawal pattern at Flower showed that fifty-eight per cent of those who withdrew did so at age sixteen. Sixty-seven per cent of the first year withdrawals, sixty-six per cent of the second year withdrawals, and forty-seven per cent of the third year withdrawals occurred at this age. Any program designed for a fourth year student would clearly not reach these dropouts.

Many of Flower's students enter high school with multiple handicaps. Forty per cent of the January and June graduating classes in 1961 were the first in their families to graduate from high school. Reading and arithmetic achievement scores on entrance are not commensurate with potential learning ability. In addition, almost all of the students needing school help in preparing for and finding a job are Negro girls.

A review of the school records and exit interviews of former students showed that the image of dropouts frequently held by the public includes many misconceptions. These dropouts from Flower were not necessarily truants, delinquents, or economically in need. The school records did reveal they lacked the social values and motivation essential for success in school and in society. Values lacking were such as respect gained through school achievement, affection from family and friends, physical and mental well-being, and the enlightenment to perceive relationships between goals and means to attain them. Products of the Doolittle School will be so much better prepared for meeting life's problems!

Further study showed that thirty-six per cent of the students who withdrew voluntarily were of average or above average learning ability. Since these are the students with the greatest potential, it was decided to work with these first. Later programs for developing lower order skills that can still lead eventually to paid employment will be organized for the less able students.

The existing curriculum offered vocational training and cooperative work-study programs for students in the third and fourth years, respectively.

With most of the school's dropouts leaving as soon as they were sixteen, a different program had to be devised for the ninth and tenth years if such girls were to be helped.

Candidates for the program are selected

First, brainstorming sessions were held with members of the home economics department, the counseling staff, the business education staff, the district superintendent, the director of the bureau of home economics, the supervisor of vocational education, and representative groups from business and industry. After much discussion and study, it was agreed to initiate a new work-study program for the in-coming tenth-graders who were most in danger of leaving school as soon as the law allowed.

To determine just who these girls might be, since the pilot program was limited in terms of work outlets, counselors carefully screened the records of students. In order to achieve an initial success so the program would not be doomed at the start, yet give the experiment a fair workout, it was decided to begin with students who had average ability, who had spent one year of required education in home economics, and who were at least sixteen years of age. Their financial situation and family problems were also given consideration.

The students chosen were called in for a conference to determine if they were interested in such a program. All expressed interest--and so did many, many more who had not been selected for the pilot program. The latter were permitted to file application forms for later admission to the program. From this group a replacement was chosen when one original candidate left school during the first two weeks of the semester, even though a job interview had been obtained for her. Since then, not one of the group has dropped out of school.

The parents' approval is sought

The next step was to inform parents of the selected students. The following form of agreement was prepared for the parents' signature. All parents approved.

Diversified Occupations in Home Economics

Dear Parents:

We are introducing a new plan whereby students may work and attend classes under the direction and supervision of the school. We are trying to capitalize on the skills the girls have learned in Home Economics classes. Practice under real employment conditions should prove of great value in preparing for future employment. If you approve of your daughter participating in this program, will you please sign the following agreement:

Agreement

It is fully understood:

1. That because of the hours of employment it may not be possible for

me to complete the usual requirements of four major subjects and two minor subjects during one semester. Therefore attendance at summer school may be necessary or graduation may be delayed;

2. That I must attend a one period class "Diversified Occupations in Home Economics" for one year (two semesters) to obtain one major credit;

3. That one major credit a semester is earned for working on the job;

4. That the quality of my class work including interest and participation are of paramount importance in obtaining a grade;

5. That working on the job and not attending school will mean dismissal from class with a grade of "D" in both subjects;

6. That chronic tardiness will mean a change of program;

7. That quitting a job or being discharged from a position will mean dismissal from the class with a grade of "D" in both subjects;

8. That once a position is accepted, the job in question must be kept until the end of the semester unless the instructor's permission is obtained to leave it.

Address _____ Student _____

Division _____ Division Teacher _____

Telephone _____ Date _____

I have read and understood the foregoing, and I hereby request that my daughter be enrolled in the program in Diversified Occupations in Home Economics under the conditions outlined above.

Parent _____

Date _____

The program in operation

Since employers today almost uniformly set eighteen years of age and graduation from high school as two requirements for employment, at first jobs for younger tenth graders were inevitably hard to find. Reluctant employers told school personnel to tell the girls to finish school. However, employment was obtained for a goodly number as nurses' aides, food producers in mass group feeding, nursery school helpers, workers in alteration rooms of dress shops and in central dispensaries, in hotel and hospital linen rooms. The nature of these jobs makes it necessary to maintain great flexibility in school schedules.

The home economics teacher who serves as work coordinator continues to search for jobs because, when dealing with potential dropouts, even

limited work experience in a real job is invaluable. An unplaced student follows her regular school program until a job is obtained. Then, if necessary, her program is changed to best fit in with the job. Girls work from fifteen to twenty hours per week on their outside jobs. Financial arrangements vary, just as they do in adult work, but the supervision of the school could effectively put a stop to youth exploitation, if any were attempted. Actually, employers are so eager for a carefully selected and trained labor supply that they are generous with their own and an employee's time in giving training on the job.

Most of the girls are earning four major credits, and a few are earning four and three-fourths. The job experience provides one major credit, and the one-class period of "Diversified Occupations in Home Economics" gives one-half a major credit. Thus each girl who is assigned to a job earns one-and one-half credits in "Diversified Occupations" if she succeeds on the job. Each girl is supervised and evaluated on the job by her employer and by the teacher-coordinator. The two supervisors together decide on the grade. The home economics coordinator for related instruction and group counseling will study all cooperative evaluation sheets not only as a record of student performance but also to insure that the work program is kept on an educational level rather than a repetitive service with limited learning potential.

Since students make applications for work and go for job interviews before they are employed, these techniques must be learned during the first week or two. Afterwards the study in "Diversified Occupations in Home Economics" covers three major aspects. Because interaction of personalities is known to lose more jobs than mere lack of skill, this aspect is dealt with first. Personal relationships between an employee and an employer, as well as the relationships of a girl to her co-workers are studied thoroughly, often in terms of real situations from which all students may learn.

The work habits and skills taught in home economics classes in junior high school grades are reviewed and re-interpreted in light of paid employment. Specific techniques required by individual employers are supported as the correct ones to use in that job.

Finally, types of personal adjustments necessary to holding a job are handled in a forthright manner. These adjustments include personal management so that physical stamina, an even good nature, acceptable appearance, and a quiet loyalty to the job are always apparent. The regulations of Social Security are explained, possible promotions if more education were to be obtained are pointed out, and the wisdom of planning ahead is developed. Many girls prior to beginning this study are not in the least aware that they should and can plan for their future. Afterwards "career planning" begins to rate right along with "marriage planning!"

What comes next?

The overwhelming demand for this work-study cooperative program seems to make a limitation of one year imperative. What will our present enrollees do next year? No one knows, perhaps not even the girls themselves. But there are many encouraging signs that most, if not quite all, are "sold" on

the need for more education. Why wouldn't they be? They can see for themselves that the unskilled worker is already a drug on the market. Co-workers repeatedly tell them, "Oh, if only I had had the opportunity to graduate from high school when I was young!" Apparently their work experiences have given their lives more meaning than ever before and a clearer vision of their own identities as responsible, hopeful persons.

Many of them can return to school only if they can earn at least a small income through part-time employment. At the end of this year, however, each will have a bona fide recommendation from a prominent employer, as well as the help of the public school's placement service. The outlook is promising because of the dependable and satisfactory work that they have done. Earlier we mentioned that not one girl had dropped from the work-study program. We can add that not one student has merited dismissal.

There is also some evidence that the morale of those unable to be included in the early work-study program has been raised. Completion of two years of study for those who managed to stay in school this year, now entitles them to admission into the later years' vocational programs in not only diversified occupations in home economics but also the technical programs in nursery school work, commercial foods, commercial clothing and cosmetology. These existing programs utilize work experiences both in school and out in business and industry, as was recommended in Part I.

Change breeds other changes

In a three-part feature, "We Waste a Million Kids a Year," appearing in The Saturday Evening Post recently, the final presentation closed with this statement about changes needed: "The school will have to change some cherished patterns and learn the maturity of flexibility." We believe that Flower's courageous departure from existing patterns is a good example of having learned the maturity of flexibility.

If you will examine the opening sentence on page 335 in Part I, you will more fully realize what a radical departure the work experience for sixteen year olds really was. Somehow educators are going to have to find the imagination and fearlessness to scrap traditional patterns, no matter how strongly they may be buttressed by scholarship. For example, the "culture shock" mentioned in that opening sentence does occur, just as the industrial psychologists and sociologists have established through research. The younger girls included in Flower's experimental program were painfully frightened at their interviews. But they, too, found the courage for this innovation. Sometimes life offers a cruel choice between great difficulties. Surely no one would question, in spite of the stronger pre-preparation being highly desirable, but that the students and the educators at Flower chose the wiser course!

Under the leadership of Flower's principal, Dr. Marjorie Mills, the home economics staff is now considering a revision of the present units in the ninth grade that will precede future work-study programs in the tenth grade. Flower's Vocational High School for girls seems uniquely fortunate in the fact that Dr. Mills has been a teacher of home economics, as well as being an experienced and competent administrator. She is able to see

the need for combining education for homemaking with that for employment. She is in a strategic position to interpret to her teachers and her students the relationships between skills, values and concepts used in the home and their counterparts in many areas of work outside the home.

Instead of the fairly traditional composite of home economics units now required, the proposed ninth grade offerings will transfer major emphasis to acquisition of learnings in aspects of personal development, human relationships, health and fitness, and consumer education. This transfer of emphasis is based upon the quite generally held belief that two early years of a composite curriculum may be an adequate basis upon which to build more theoretical units. For example, preparation of food would be limited mostly to demonstrations with student participation. These would be used to support the nutrition in the emphasis upon health and fitness and for experiments in the emphasis upon consumer education. Work in clothing construction would be reduced to the minimum basic skills necessary in clothing alteration, care and repair.

To better prepare ninth grade girls for early work experiences outside the school, pre-employment counseling will be used to help students identify their interests and aptitudes, and perceive the relationships between their already acquired learnings and the many vocational opportunities that will sooner or later be available. It is hoped that this earlier counseling in itself may help to encourage potential dropouts to remain in school longer.

On this ninth grade program of teaching and counseling, required of all girls, will be built a three-track program to cover the range of abilities in education. For those sixteen year olds who seem most likely to drop school, the present experimental program will be repeated in the second year. Second year students under sixteen years of age will be able to elect a one-year course in Food and Nutrition or Clothing, according to their major interest. A one-year course in Home Management and Family Life will be open to sophomores who will become sixteen during their second year. This will automatically open to those completing Home Management the program on Advanced Child Care and Nursery Assistants during their third year.

Such flexibility is in no way a reflection of the worth of any course. It is simply a recognition of the inescapable fact that holding students of legal age for leaving school must be the first consideration. It acknowledges that the carefully articulated, four-year program in which Flower was accustomed to take justifiable pride can no longer be given first consideration in the face of statistics on dropouts and unemployment. For on one thing, at least, all educators agree: to hold students in school, no matter what curriculum adjustments may be called for, is easier and more effective than to try to locate and lure back potential returnees!

Employment Related to Study of Children

With the typical adolescent desire to be of service in some adult fashion, work experiences in caring for children have been exceedingly popular. Perhaps, too, some baby sitting in earlier years has created a certain degree of confidence. At any rate, this ability to have a good time with children is an invaluable characteristic for anyone who is employed in caring for groups of youngsters.



Work experiences--in school and out of school

The universality of childhood is well demonstrated if you compare the illustration on page 333 in Part I with the above photograph in Part II. Our duplication of the story hour was done deliberately for this purpose. Requirements in other fields of employment may vary widely; e.g., a bed must be made according to the standards of a particular hospital. Either girl in the two photographs will likewise evoke the same rapt attention when the time comes to read to her own children in her home.

The first illustration was a school practice scene. The second was photographed at the Margaret Etter Creche in Chicago. This is the second oldest day-care nursery in the country. In 1885 a working mother could leave her child in safe hands while she worked long hours in a factory. The maximum rate was five cents per day per child. Today the maximum rate is \$15 per week, but needy children are cared for without charge and the rates for others are staggered according to the ability of the parent to pay.

Whatever the payment, each child receives complete care by well-trained teachers from 7:30 to 5:30, a hot lunch, and snacks.

Funds for the Creche are raised by a hard-working group of volunteers numbering among them some of Chicago's most prominent women. Already Irene Elster, the director, has permanently employed one work-study student from Flower and has promised to hire more when she expands the program in a new building. Observing the similarities in the two situations in school and out of school, one can perceive how easily even a shy and uncertain student could make the transition from school to the world of work.

Possibilities for employment in the future

The list of job possibilities on page 334 in Part I is reasonably complete. But a girl who is well-trained and enthusiastic about caring for children can often locate jobs for herself that do not exactly fit into any regulation category. For example, some have found jobs in mental hospitals which, as you know, are being tremendously expanded in Illinois and probably all over the country. Another rapidly growing program in our state is that for the education of seriously retarded children. In both such groups the children merit the services of top-level professionals, everyone agrees. But there is also the problem of providing loving, watchful and intelligent (not necessarily professional) care to these handicapped youngsters. For this a well prepared high school graduate is adequate. In fact, we are told that sometimes a less highly educated person, able to exercise patience and self-control because her pressures tend to be less than those of a professional, may prove to have an invaluable influence upon disturbed children.

Again, some parents prefer, at least for a few years, to keep a handicapped child in the home. Even with aid from the government, the costs of future education and treatment may lead a mother to seek paid employment outside the home if she is prepared to earn considerably more than the salary a high school graduate can command. Moreover, working mothers often contend that they are able to handle their home responsibilities more equably if they can spend some time outside the home rather than feeling over-committed to their problems. In such a position, the job might combine child care with homemaking activities possible without neglecting the child.

Two types of day-care services

However, many child development specialists and authorities on social welfare are speculating (and hoping) that day-care services will be so expanded in all sizes of communities that such services will offer the most important outlet for girls trained in child care. These services are of two types. Family day-care homes are likely to appear most often in small communities. These homes are family homes in which children below school age are placed for daytime care only. They are selected, developed, and supervised by child welfare or other social agencies concerned with children. This employment permits a young woman to earn, yet remain in her home with her own children. Indeed, authorities prefer that day-care homes have one or more children around the age of the tot placed since in practice the majority of day-care homes care for no more than two children. With a child

under two, he is usually the only one cared for by a family. On the other hand, one family day-care home may serve as home base for more school age children where home circumstances warrant such an arrangement.

Services provided by day-care centers are typified by those described at the Margaret Etter Creche. Both day-care homes and centers in most states must be licensed by State or local departments of government. To obtain a license, the home or center must meet certain basic minimum standards of good care for children. Buildings used must meet all the requirements as to fire and building protection, exits, sanitation, electric wiring, water supply, sewage disposal, and other health and safety measures.

But licensing alone cannot guarantee good care, protection, and supervision for children. Counseling services are an essential part of any day-care program. An experienced professional is imperative to help parents to plan for the care of their children, to make arrangements for care outside the parents' home, and to insure that such care is good through careful supervision. Often the counselor finds time to keep those persons dealing with children informed concerning the recent theories of child development and their implications. A young woman affiliated with such a program is thus able to grow continuously on the job--an advantage that many other jobs of the lower order skills may lack.

Provisions for continuing growth and progress

A bulletin, Automation and Vocational Guidance, recently published by the Los Angeles City Schools points out that hereafter an estimated forty per cent of the nation's workers cannot expect to achieve "vertical movement" in their employment, a la the former American dream. Instead they must be trained for versatility and mobility, for they will move between jobs of the same type and about the country. For such training both teachers and students must be constantly alert to change and develop good timing in making adjustments.

For teachers we would like to warmly recommend to you the periodical, Children, an interdisciplinary journal for the professions serving children, published by the U. S. Department of Health, Education, and Welfare. The annual subscription price is \$1.25 for six issues. Along with this inexpensive publication to keep you aware of social developments should go constant study of new books and pamphlets as they are provided by child development specialists.

We believe that the family and early environment are the most important factors in the life of any child. No program is intellectually honest if it does not begin with this fact. Consequently home economics teachers must first keep well informed themselves and, in turn, try to cultivate a realization of the importance of these factors in their students. Perhaps some of us can go one step further by interesting citizens and, in particular, parents in expanding day-care programs that have legal protections for all children.

We cannot, in all conscience, be less concerned than are our students in work-study programs! In closing this section, we'd like to tell you about

Nancy. She loved working with children but faced the fact that she was not college caliber. The only difficulty she had ever encountered in her work experiences was that her reading ability at the story hour had not measured up to the standards of some sophisticated moppets. Undiscouraged, she requested help in locating specialized training in infant care for well babies. She learned that she could meet the requirements of three such schools right in the Chicago area, The Augustana Nursery and St. Vincent's Nursery in Chicago and The Cradle in Evanston. After one year of this training she will be prepared to succeed in the pediatric ward of a hospital or in other positions for which she will be qualified. And she will be happy in making her best possible contribution to the welfare of children.

Employment Related to Study of Clothing and Textiles

Tales of fabulous salaries earned by "designers" permeate the high school world and seem to get employment related to clothing study off to a very unrealistic start! An amazingly large proportion of freshman majors in college home economics declare that costume designing and interior decorating are their vocational aspirations. At the University of Illinois a recent check of dropouts and transfers in the home economics department indicated overwhelming evidence that these students were the most certain to leave before graduation.

Prejudice versus reality

Many work-study enrollees show desirable aptitude for work in this field but completely negative attitudes. They will ignore advertisements like this: "Women! We have openings for experienced power machine operators or will train. Call in person. Fashion Frocks, Inc." Garment plants close because employees are unobtainable; dressmakers who will not only construct but alter and repair used garments are equally unavailable.

Automation can readily be adopted by industries for mass produced goods but has limited utility in service-performing industries. For example, power machines can produce ready-made garments quickly and economically but a seamstress is needed to fit and alter one of these garments to an individual's measures. Hence, service jobs in this field are likely to offer unusually certain long-time possibilities.

Service jobs are numerous and varied

Dexterity in sewing can be capitalized on in many types of work. Fitters and sewers in the alteration of ready-made garments earn excellent pay as soon as they become sufficiently skillful to meet a store's standards. In cities custom dressmaking and tailoring of better garments provide employment for a still higher order of skill. If a woman is "home-bound," she can do altering and home dressmaking for the hard to fit, or become a specialist in making quality, hand-decorated garments for children. Custom-made curtains, draperies, and slip covers can likewise be made in business workrooms or in the home. A few may ultimately graduate to positions as assistants to stores' interior decorators, upholsterers, bridal consultants, or window decorators.

Finger dexterity and eye-hand coordination gained through sewing practice are assets for women who assemble small parts in factory work. In the garment industry power sewing-machine operators not only work on garments for men, women and children but also in sewing fabrics for the interior of automobiles and upholstered furniture. Manufacturing companies require foreladies and inspectors, positions which do offer some upward mobility for the able and experienced.

Cleaning of personal and household textiles provide many jobs. One may work in commercial laundry-dry cleaning establishments as a sorter, spotter, presser, and inspector. Any place that combines repair with cleaning has a tremendous advantage over its competitors. Some "do-it-yourself" establishments are seeking to employ part-time advisers for customers using their machines. Women are employed by hotels and hospitals to take inventories, keep records, and make repairs in their linen rooms.

If training in distributive education or salesmanship can be combined with advanced study of clothing and textiles during high school attendance, girls will be qualified for selling patterns, yard goods and findings, millinery and accessories. They may advance to doing commercial demonstrating and offering advisory service on dressmaking, knitting, and other currently popular crafts. If training has included the ensembling of costumes, a position as a personal shopper or a comparative shopper for a store may be obtained.

Learning responsibility through work experience

Carson, Pirie, Scott and Company has been outstandingly cooperative in developing work-study programs ever since that conference with Dr. Willis which we mentioned at the beginning of this article. Students from Flower are proud to be a part of the EE program in the alteration workrooms of the ready-to-wear departments. In the upper photograph one of the lucky girls is receiving a personal demonstration from the store's executive who directs the alteration workrooms. In the lower picture another student is working right alongside a regular employee and having her techniques supervised even more painstakingly than are those of the permanent employee.

This kind of training on the job costs the store money! However, Fred Englund, the company's personnel director, points out: "These youngsters are the consumers of tomorrow. If they cannot become productive due to lack of jobs, their purchasing power is severely curtailed." Youth, for better productivity in real life, need opportunities for assuming responsibility even more than they need the chance to develop the abilities that schools can provide. And only in organizations outside of school can adult responsibility be fully learned.

What is the relation of education to future employment?

On the whole, as was mentioned earlier, the general prognosis for continued employment is very favorable. But education standards are rising steadily. Already three-fourths of all women working in stores have a high school education and this figure is expected to increase rapidly as younger



workers replace older employees. In manufacturing and cleaning establishments where 3.3 million women are employed high school graduation is considered desirable for beginners and essential for advancements to highly skilled and supervisory work.

The very fact that jobs are so numerous and varied poses a challenge to educators. One teacher asked her clothing class to identify from the help-wanted column in one daily newspaper all openings where a study of clothing and textiles might be helpful. The fifteen positions located pretty well represented the entire range possible. Skills expected, work involved, remuneration for beginners were investigated. Students' rating of their teacher rose perceptibly when during the discussions they learned that she had been employed in several types of the jobs under study. The occupational guidance officer for the school supplied the needed facts about the trained woman power already available, and where scarcities existed. From all this data the year's curriculum was tentatively formulated.

In general, women tend to be intermittent and part-time workers. Actually, in this area of employment where seasonal and other "peak loads" occur, these characteristics become assets to employers. At a given point in a person's life, it is not possible to identify accurately what she is best suited for, nor is it possible to predict that a job for which she has aptitude will remain stable in content and responsibility so long as she may wish to work at it. Students must be helped to accept that change will be typical, stability very rare. Under such conditions re-training must be expected and welcomed. But certain fundamental skills, time-and-motion saving habits, and favorable attitudes toward work will always pay good dividends.

Employment Related to Study of Foods and Health

Although the work performed on many jobs that fall in this category tends to overlap, a general division may be made between jobs in food production and service and in nursing. Since we all must partake of food regularly, and sooner or later may expect to become ill, there are probably more possibilities for gainful employment of women in this area than in any other. On page 336 in Part I was given a partial list of jobs in hospitals which were related to home economics learnings.

The well organized field of nursing

Nursing today offers the most efficient organization of a work field yet developed, so far as we know. Although many variations in specifics may be found in training programs, three levels of competence have been clearly defined. The programs that lead to the professional R. N. have to meet high prescribed standards, are more and more strengthened by a thorough background in physical and behavioral sciences, and prepare young women to handle the most responsible aspects of nursing. For advancement, a B. S. and even an M. S. college degree may be required.

During the forties the American Nurses' Association and the Office of Education began developing a program for the preparation of practical nurses for the practice of nursing within a limited range of types of nursing

situations. In most states such programs are well distributed and popular. Local hospitals and schools provide the course, including both theory and practice, according to the standards set up by an advisory board of leaders in nursing and education. These courses are limited to twelve to eighteen months, are strictly vocational in nature, and are supervised and reimbursed by State Departments of Vocational Education. The most concise and helpful booklet that we could locate for your general information on practical nurses is Guides for Developing Curricula for the Education of Practical Nurses, a 1959 publication of the U. S. Department of Health, Education, and Welfare. Send sixty cents to the U. S. Government Printing Office, and request Bulletin No. 274, Practical Nurse Education Series No. 2, plus a list of related publications.

During the fifties still further study yielded a third classification of work--that of nursing aides. Up until now, at least, this level is not as uniformly developed as are the two others. The Junior Red Cross has various experimental programs in cities; Family Service and other welfare organizations promote the "candy striper" groups. Both types of programs include only volunteers, limited, if any, financial remuneration is involved, most of the work is contributed during summer vacation months, and any learning is picked up on the job. Parents have encouraged the service as one good way to help a girl to decide whether she should choose nursing as an occupation. Apparently there exists no connection between these volunteer programs and local public schools.

Selected references on nursing

In practice, this stratification of nursing knowledge and techniques is not quite as clear-cut as the neat organization might imply. References on home nursing ignore the classification; instead, they use the criterion of what can be done in the home. A little comparison of the contents of home nursing texts will give such widely differing outlines that authors' judgments seem to have been the major bases for choice making.

D. C. Heath and Company last year brought out a simple, attractive text, Home Nursing Handbook. The price is \$3.96. The authors, Mary Fleming and Marian Benson, are experienced home economists and tried out their materials in large and small schools, so practical usefulness was undoubtedly one of their main criteria. Where the fundamentals of home nursing are deemed a desirable part of the home economics curriculum in the earlier years of high school, this is proving to be a very popular text. It is effective, interesting, and can be readily comprehended.

A much more comprehensive book appropriate for students in senior high school is Family Nursing and Child Care, written by C. Luise Riehl, R. N., assistant administrator in San Jose Hospital, San Jose, California. Much of Mrs. Riehl's wisdom and spirit of service shine through the technical material. Consciously or unconsciously, she makes out a good case for entering the nursing profession. Students will master the contents with different degrees of success, but for all it provides a sound and up-to-date background. The organization of common procedures is easily transferred later to the vocational preparation of nurses' aides. This book is published by Chas. A Bennett Co., Inc., Peoria, Illinois, 1960. \$6.00.





For two dollars you can buy a Handbook for Nursing Aides in Hospitals from the American Hospital Association, 840 North Lake Shore Drive, Chicago 11, Illinois. It is a loose-leaf notebook type of publication of 185 pages, cleverly and voluminously illustrated, printed in blue and black, and written in the simplest possible way. Margaret B. Arnstein, R. N., M. P. H., Chief, Division of Nursing Resources, U. S. Public Health Service, directed its preparation. Of late there has been a good deal of questioning whether the typical middle-class high school teacher truly communicates with slow learners among her disadvantaged students. To examine this Handbook with such a question in mind might be a salutary experience for many of you, as it has been for us. For example, in Chapter I directions for caring for patients' flowers are given. Would you customarily include this? "Don't put flowers near or on a hot radiator; heat kills them." The whole manual is the "voice of experience" speaking!

For your own enlightenment and to make sure that you understand definitely what practical nurses are taught and qualified to do in the way of nursing, we would like to recommend one more book. This is Simplified Nursing--The Essentials of Practical Nursing by Ella M. Thompson, B. S., R. N., Associate Executive Director of the National Association for Practical Nurse Education and Service, and Margaret LeBaron, R. N., Director of the St. Anthony Hospital School of Practical Nursing, Denver, Colorado. New York: Lippincott, 1960. \$5.00. This book is designed for the over 600 approved schools of practical nursing in different parts of this country.

Of course, you probably have other texts on home and hospital nursing on your shelves at school. For example, all the publications, including instructors' manuals, of the American Red Cross are well known and valuable references. The special Civil Defense Supplement in the April, 1962 issue of What's New in Home Economics reminds us that much research is being carried on to develop nursing techniques that will facilitate chances of survival. These, in turn, may alter today's accepted practices. The lengthened life span suggests that care of an aging population will not only increase the need for nursing but also the outlets for practical nurses and well-trained nursing aides to give the elderly proper care. By 1980 one out of every ten persons will be sixty-five years of age or older!

What preparation can high schools give for various types of hospital jobs?

Answers to this question must be evolved through the cooperative efforts of personnel from the hospital or nursing home and from the school. Obviously, preparation in pre-employment education is determined by job analysis. In the preceding photographs were pictured Flower students performing duties selected as appropriate to their level of ability and training. This level depends not alone on the student; it may also be influenced by the geographical location of a hospital, the philosophy of the hospital administration, and the shortage of trained nursing personnel in a particular institution.

In the first illustration a nurse's aide is receiving instruction on giving a patient a back rub at Walther Memorial Hospital in Chicago. The teacher is a registered nurse. Practice at school is not the same as actually giving a back rub to a sick person, and the beginner is deeply grateful for the kind but watchful attention of her supervisor.

The girl handling instruments with such precision and care is packaging these for sterilization. Right before her is a book of drawings and instructions to guide her in identifying some 500 instruments and then wrapping each correctly before they are placed in an auto-clave for final sterilization. This student is working at Presbyterian-St. Luke's Hospital.

At Mother Cabrini Memorial Hospital a competent young aide is engaged in the serious business of taking the respiration and temperature of a patient. In Your Adolescent at Home and in School, Lawrence and Mary Frank state, "Responsibility is a pattern that is caught rather than taught. It comes from a response to other people's needs, a sensitivity to the occasions when others need help." In no type of work experience is the truth of this statement more evident than in hospital employment.

The fourth picture was taken in the dietary department of Presbyterian-St. Luke's Hospital. It might, however have been photographed almost anywhere in a food production situation for group feeding. Here, too, a supervisor works closely with students under her guidance.

Jobs related to foods offer a wide range in difficulty

As you study the types of openings, you cannot fail to realize the truth of this statement. However, no organization of foods jobs classified as to increasing difficulty seems to be available. Graduation from high school is becoming a uniform requirement. After employment is secured, promotions appear to be as dependent upon the attitudes of workers as upon their technical knowledge and skill. For example, a peripatetic waitress who is constantly "off again, on again" in jobs is unlikely to merit or receive promotions. In general, as responsibility increases, so does the difficulty and the pay of jobs. No one under eighteen is permitted to work with a hazardous piece of equipment.

Every community offers some variety of foods jobs; many are commonly found in most localities, a few may be almost unique to one place. To assist you in discovering both types, the following suggestions are made. The list is by no means complete.

- * Cooking in drug store or variety store luncheonettes, day-care centers, school lunch rooms, cafes, cafeterias, delicatessens, commercial bakeries, hotels, tea rooms, for airlines, vending machines. In large establishments specialization areas may be for preparation of salads, meat, vegetables, pastries and desserts. The head cook or chef is frequently a man
- * Food service as counter girl, waitress, head waitress, hostess in the many kinds of establishments providing food to the public
- * Selling foods in commercial establishments--supermarkets, small or specialized stores selling bakery goods, dairy products, candy, gourmet foods, and wherever the rapidly increasing vending machines have not taken over. Women are needed to keep shelves supplied and in order in self-service stores, for checking out foods, taking in money and making change, for waiting on customers where self-service is not expected, for education and "hard-selling" the public on specialty foods

- * Acting as assistant to or even as the manager of small shops, luncheonettes, school lunch rooms, company cafeterias, commercial cafes, resorts and camps
- * Catering--occasional and regular, specialized or general, at home or outside the home
- * Demonstration work for manufacturers or dealers--food products, food appliances

What preparation can high school give for various types of food jobs?

As in the areas of Child Development and Clothing, fundamental concepts and abilities should be gained first in home economics courses geared to the dual purposes proposed by the AVA. Later more intensive training in accordance with local surveys and job analyses is expected by employers cooperating with a school's work-study programs. Further training usually parallels the actual work experiences related to foods. In every course offering, however, the ways that homemaking can be managed along with part- or full-time employment must be emphasized. Compromises are difficult but can be made intelligently before the emotions of real life get involved. Individual misunderstandings and prejudices can be clarified and evaluated through group thinking under skilled guidance. And who in a school is better qualified to interpret dual roles than the home economics teacher who never loses sight of the importance of the family as well as the job?

To aid home economics teachers to teach commercial foods, we have selected two references that are highly recommended as being both comprehensive in scope and of practical usefulness. The third is a bulletin published by the Office of Education, Distributive Education Branch.

- * Food Service in Institutions, Bessie West and Lavelle Wood, John Wiley and Sons, Inc., New York, is the book most commonly used as a basic text in beginning courses in college. A revised edition is being published this fall, we are told, hence no price can yet be quoted
- * Profitable Food and Beverage Operations, Joseph Brodner, Howard Carlson, and Henry Maschel, 1959, Ahren's Publishing Company, Inc., New York, deals in detail with the economic problems of food preparation and service. So high a proportion of all small businesses fail to survive that attention to these problems is of acute importance. Price is \$7.00.
- * Food Service Industry: Training Programs and Facilities, Vocational Division Bulletin No. 298, Distributive Education Series No. 32, 1961, U. S. Government Printing Office, Washington 25, D. C., 65 cents. This bulletin treats all food-related jobs from the point of view of salesmanship; offers excellent teaching ideas within this limitation

Emphases upon productivity and profit

Most home economics teachers have been shocked into awareness more than once by students' unrealistic attitudes toward these vital elements in a food situation. One of our students, who had been assigned the task of

putting away excess foods after a buffet luncheon patronized by teachers, briskly dumped everything into garbage containers before she was observed! And how they dislike computing costs of servings!

No matter what the prepared food may be in a lesson, we are unfair to employers cooperating in our work-study programs unless we doggedly stay with these problems of productivity and profit until students become sensitized and competent. In the "good old days" quality in products was at least given lip service but efficiency in production ignored because we were picturing all our students as full-time homemakers with no special premium put upon saving of time, motions, and other resources. Today even homemakers know better! Farm Journal, May, 1962, reported the opinions of 1572 parents of students studying Agriculture and Home Economics in Land Grant Colleges. They asked for more and better research in the following areas arranged in decending order; e.g., management of time, strength, money led all the rest.

- * Home Management
- * Family Relations
- * Human Nutrition
- * How to Buy More Intelligently
- * New Fibers and Fabrics
- * Housing and Furnishings

"Beat your own record" should, then, be resurrected from junior high days. Studies of the total cost of servings in light of food used, labor invested in preparation, service and supervision, over-head costs of housing and maintenance, advertising (if any), and any other expenses should determine present costs first. Then every imaginative way to reduce expenditure that students may suggest may be tried out and accurate records kept. Teaching aids such as product score cards and cost record forms will be found in texts.

Let us consider only one example of the many that plague the restaurant business. Most students readily understand that the success with which a restaurant operates will determine the wages that their employees will receive--or even if they will receive any for long! Yet it is hard for them to believe that dishwashing costs can amount to much! One teacher gave her class this challenge:

11½ cents of every dollar spent on dishwashing is used to replace breakages. In what ways might this expenditure be reduced?

Amazing ingenuity was displayed by a previously careless group. After thoroughly debating the probable consequences of threatening penalties for breakage versus incentives for keeping it low, they decided upon a positive approach--"use your head to keep it low so more of the dollar will be left for wages." Under this stimulus teen-agers experimented on ways and means with more enthusiasm than they had ever before exhibited about dishwashing. They developed ways to eliminate unnecessary handling, to sort and wash "like with like," to handle speedily without destructive "collisions," etc.

After all these efforts to reduce the percentage that had to be allotted to breakage, they happily assumed that all the rest of the dollar would

be for wages. Instead, they discovered that about seven cents is used for detergent and hot water, and $11\frac{1}{2}$ cents for expenses indirectly related to the job such as equipment's cost and maintenance, space rental where work is done, and other "overhead." Could these costs be reduced? If so, how? They set to work with a will to find some new and better answers.

Requiring that all quantity cooking be sold also stimulates responsibility for results. Products may be sold in many ways, depending upon the local situation: the school lunchroom, at coffee breaks for teachers or the public, on order from citizens, or even on special catering projects for individuals or community groups. More than self-pride becomes involved. Students preparing quick breads for a coffee break compared the difference in cost when fresh milk was used and when powdered milk was substituted. The "doubting Thomases" also ran an experiment to determine whether one product could be distinguished from another after baking. So convincing were the results that they immediately began to inquire about other alternatives that might increase the economy, even farm girls who had been extremely prejudiced against dried products. The small savings that did not seem worth bothering about in the home, when magnified by 100 servings, became impressive to even the least mature student.

An example of success from a small rural community

This teacher taught vocational homemaking in a village on the outskirts of a city of 100,000 population. Her students were apparently allergic to work and had little ambition. Yet, with or without a diploma, they fully expected to get jobs in the city but at a low level of skill. Somehow the instructor just could not see them in the role of a paid employee unless their attitudes were vastly changed from those displayed at school.

Her first step was to make a quiet survey of the twenty employers who most frequently hired local girls. She asked them to check on three levels of importance some fifteen characteristics of workers. Almost to a man, the employers added a characteristic in the space left for criticism: the very same attitude of "couldn't care less" which she, too, had found so frustrating. That employers estimated the cost of training and turn-over for one employee at anywhere between \$50 and \$300 appalled the thrifty schoolma'am!

To determine the students' points of view, she asked them to check the same list of characteristics with their relative importance as the employers had used. Results were even worse than she had expected! For instance, ninety-eight per cent of the employers had placed promptness in arriving at work in the essential category. Fifty-eight per cent of the students rated it as of little or no importance on the job. When she tried out the check list on a few parents, she found their attitudes resembled their children's far more than those of employers.

This story might have ended right here if everyone in the village had not become suddenly aware that jobs demanding only the lower order of skills were decreasing at an alarming rate! Moreover, older women were being given preference for whatever jobs were available. With the cooperation of the school administrator, the other high school teachers, and the cooks in the

school lunchroom, plans were made for changing girls' attitudes toward work. When the organizational arrangements were complete, all parents were invited to an open house at which the administrator, the homemaking teacher, and a well-known employer from the neighboring city spoke. The following day the students in all three homemaking classes were given detailed explanations of their opportunities. Everyone on the teaching staff expected that work without pay would be very unpopular with these girls. They could not have been more mistaken!

With the typical American spirit of "coming through in a pinch," students rallied around the idea to an amazingly high degree. After all, they had observed even high school graduates sitting at home without jobs that summer! Because details of such arrangements must vary with each local situation, only the general procedures seem worth reporting here.

- * All work experiences had to be obtained in the school lunchroom, even though the school personnel realized that changing attitudes toward work would be necessarily slow with such limited facilities
- * The cooks, who fortunately were above average in intelligence and skills due to the fact that non-commuting jobs could command the services of the best residents, had to be trained to cooperate with the teacher in supervising work experiences. They found two bulletins especially helpful:

The Youth You Supervise, Bulletin 174, U. S. Department of Labor, Government Printing Office, Washington 25, D. C., 1956, 10 cents

Modern Supervisory Techniques Resulting in Good Human Relations, Division of Vocational Education, Department of Education, Commonwealth of Massachusetts, Boston, 1956, Free

- * Although no one had then heard of Dr. Paul Dressel's exhortations to reduce educational objectives, then achieve them, two characteristics were selected for emphasis in grades nine, ten and eleven respectively
- * An unceasing, concerted effort was made by all teachers of ninth graders to influence students toward these essential characteristics: (1) promptness and dependability and (2) acceptable personal appearance. Need for the second objective was all too clear. When seventy-seven per cent of the students considered taking an occasional day off no one's business except their own, while ninety-six per cent of the employers reported unnecessary absence as one of their major reasons for firing workers, the survey made this objective also imperative
- * Building on the learnings from Homemaking I, the teacher worked all year on the two next over-all objectives. These were (1) orderly management of time, equipment, motions and other resources and (2) physical stamina versus the usual dawdling and complaining. In helping to achieve progress in the second objective, the teacher of girls' physical education was especially helpful
- * The eleventh and twelfth grade girls enrolled in Homemaking III were checked relentlessly on failures to cooperate with other workers, yet

had their successes sufficiently commended that they began to recognize and be proud of a job well done

- * Every year the same objectives were made crystal clear to each student as she had her opportunity to work in the school lunchroom; the cooks were fair but were authorized to dismiss any student who, in the considered judgment of the home economics teacher, the school administrator, and themselves, failed to measure up to employment standards. After two students had made that fatal mistake and everyone in the school learned about the episodes, the rule never again needed to be invoked
- * Jobs in the school lunchroom were tentatively organized by grades in a sequence of difficulty; experience indicated that in the upper years this order often had to be juggled somewhat to provide for individual differences in students
- * As always, the support of the school administrator was a crucial element in the success of the program. Two of his decisions seemed to be of special importance.

He added to students' report cards the two general behavior patterns being sought in their particular grade and requested all teachers who could obtain evidence on these to rate the individual as "unsatisfactory," "growing," and "commendable"

He made strenuous efforts never before attempted to find jobs for all graduating seniors who desired work, assembling a folder of credentials for each, contacting possible employers, following up on graduates in their employment

One more angle of this experimenting seems worth recording. When the eleventh graders in Homemaking III began to plan their fourth-year schedule, they petitioned for a class in Homemaking IV where the necessary skills for other types of work related to home economics could be taught. This was granted and has become a permanent part of the curriculum. The teacher felt she had all she could do in supervising the work experiences in the lunchroom, and warned the enrollees that pre-employment skills could be taught in the classroom but that the school could take no responsibility for out-of-school work experiences.

The formerly lackadaisical students apparently had acquired more initiative and resourcefulness than many had believed possible. The school and their homes provided opportunities for their early practice in responsibilities in the clothing, home furnishing, and child care areas. After that, individuals decided when and in what areas their abilities were worth pay, then they themselves went out and rustled up their own small jobs--not at union pay, to be sure, but encouraging! For example, after the administrator's office, the students' library, and the teachers' restroom had been refurbished economically but effectively, plus a few home improvements, the twelfth graders used these to "sell" potential customers of slip covers, draperies, reupholstering projects.

Employment Related to the Study of Home Management

When former students of home economics are asked to rate the values of their school learnings, either at the high school or the college level, the area of home management is usually reported as least satisfactory. These opinions of our "consumers" would seem to indicate that home management should rate more and better teaching. Perhaps because good management demands straight thinking on complex problems, improvement in this challenge has been slow. Yet no one would deny that homemaking decisions every year become more difficult.

The need is great

Because of this very difficulty, increased even more when a homemaker attempts to do justice to two jobs, some radical new thinking seems to be called for in teaching. However, the very homemakers who complained most about the inadequacy of their training in home management agreed that they probably had not taken advantage of even the teaching that was offered to them in school. But they also declared that they were now far too busy to attend adult classes in the subject.

Slowly teachers engaged in work-study programs are beginning to believe that pre-employment experiences or real employment outside the home are the most effective means of making individuals aware of and competent in the skills of management. Immediately educational questions arise. Are there any jobs where general home management skills are needed? What students could be persuaded to enroll in a program designed to train household assistants? How could work-study programs be organized?

Forecasting is always dangerous in a period of rapid change. Nevertheless, certain facts are emerging all over the country which suggest that jobs related to home management may become more numerous in the sixties. As more and more women seek permanent employment outside their homes, research by home management specialists is pointing up the fact that, for a woman to carry two full-time jobs and do justice to both, is for many practically an impossibility over a continuous, long-term period. Illinois school administrators, for instance, with the great majority of their female teachers carrying the responsibilities of a home and family, complain that they are plagued with absenteeism, clock-watchers, unwilling committee members, unprepared instructors. In jobs of less than professional level, women employees manage through taking only part-time or non-continuous employment. Of course, such employment limits their incomes and chances for promotion, but many health specialists believe that some kind of adjustments are necessary. If skilled household workers were available, more women could satisfy their employers at every level, yet retain their health and not short-change their families.

A survey of possible types of jobs may turn up either the existence of or the potential need for some of the following jobs, or for similar employment.

- * Skilled household assistant in the homes of full-time employed homemakers

- * A visiting housekeeper sponsored by some community agency in a home where:

Family members cannot take care of themselves due to age

A mother is temporarily ill or convalescing after a hospital stay

A handicapped homemaker is unable to perform all tasks necessary

- * A "substitute homemaker" in a one-parent family
- * A director of chambermaids in a hotel floor
- * A housekeeper in a public or private nursing home
- * A director of janitresses in school or office buildings
- * A matron in public institutions and other public places
- * A manager of a tourist home, motel, guest houses at a resort
- * A semi-professional housekeeper in a wealthy home
- * A manager of an employment bureau for many types of household and institutional workers

The omission of the old-time "hired girls" is not accidental. Yet the leading occupations of rural farm and non-farm women reveals a different distribution from those of employed women in urban centers. Household workers in private homes, the country over, rank third high in rural areas.

New movements are astir

Mirra Kamorovsky contends that the urban household is too small to be efficient, and that economies could be affected by a series of neighboring businesses in homes, each specializing in some household function. Myrdal and Klein recommend larger numbers of "collective houses" or apartment buildings in which services such as cooked meals, laundry, day nurseries, and housecleaning could be obtained at a reasonable price by the families living in them. Times are certainly on the move!

Dr. Marjorie Gooch, Division of Public Health Methods, Public Health Service, U. S. Department of Health, Education, and Welfare, Washington 25, D. C. seems to be coordinator of programs for homemaker services developed cooperatively with three of the constituent units of the Department--the Public Health Service, the Children's Bureau, and the Bureau of Public Assistance. Any school or community interested in developing some form of visiting housekeeper service might well contact Dr. Gooch early in the planning. The 1962 revised and complete Directory of Homemaker Services describes all such programs briefly, thereby providing many practical suggestions to beginners.

Two ten-cent bulletins from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. are examples of the increasing attention now being given to household workers. Homemaker Service, 1958, describes community programs of services for families with children, for expectant and new mothers, for the chronically ill and disabled, and for the aging. You will applaud especially this paragraph.

"Homemaker service is built on several premises. One is that the family is important to our society. Another is that community life is strengthened when home life is strengthened."

The second bulletin is dated September, 1961, and is entitled Good News for Household Workers." The "good news" is that such workers can get

social security if they work in a private home providing one employer pays wages of fifty dollars or more during a three-month period.

After reading the current arguments about Medi-care, you may be surprised to have us strongly recommend that you write to the Woman's Auxiliary to the American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois for their complimentary materials on homemakers services. Here is what you can get.

Visiting Homemaker Service--a pamphlet

AMA Homemaker Services Bulletin--a periodical (including back issues)

AMA Homemaker Services--a pamphlet

AMA Homemaker Service Exhibit--for community meetings

Home Again--a black and white film with sound starring Martha Scott and produced by the Mental Health Film Board

How to Plan a Community Homemaker Service--the most recent and practical pamphlet we have seen

In February, 1962, Teen Times strongly recommended to FHA and FNA members and advisers a thirty-cent booklet, Youth Takes the Field. It seems to us that the Community Homemaker Service described in such helpful detail in the last mentioned pamphlet would be one of the rewarding forms of social action. Students and schools could provide for the recruitment and training of workers, and participate in the organization and financial planning for which adults in the community would be mainly responsible.

One significant statement from this pamphlet merits emphasis. That is: "Age of trainees is relatively unimportant." Indeed, persons with experience in administering such programs report that usually youth, if equally well prepared, are more patient, more flexible, and better liked than older women who are set in their own homemaking patterns. For a splendid course of study send \$1.00 to The New Jersey Department of Health, Chronic Illness Control Division, Trenton 25, New Jersey, and request a copy of Visiting Homemaker Service Training Course Manual. For each lesson, a list of reference material, including visual aids and illustrative materials, is provided.

Your responsibility as a citizen as well as a teacher

You will note that we are offering no suggestions for teaching jobs related to home management. In the previous areas ideas and photographs have come from actual programs in action. In this area we have no experiences, successful or unsuccessful, to offer you. But we hope to get some before too long.

Why have experiences in pre-employment education in the area of home management been conspicuous by their absence? The blunt answer is that girls are unwilling to admit that they are likely to take household employment. In every job-preference scale, there is the underlying assumption that it is better to be employed by an enterprise than to do the same work for an individual. The numbers of women engaged in private household service has been steadily declining in this country, in spite of these workers in rural areas. Nor is the United States alone in this trend. In a five-year study made by the Twentieth Century Fund and published in a book, Europe's Needs and Resources, the strongest evidence offered that European countries are

very prosperous is a maid shortage that springs from the increased economic opportunities and from the breaking down of a rigid class society.

The time is long since past when the traditional family in an agrarian civilization controlled its own destiny. Today, and even more tomorrow, the family will develop its plans through group action. In the same way it seems to us that we must alter our teaching in this area. Let us accept the possibility that the community action in New Jersey may well, in its general pattern, represent the future in other states, also. When you study How to Plan a Community Homemaker Service with all its excellent detailed forms for achieving equitable results for both employers and employees, we believe you will be as admiring of the New Jersey innovations as we are.

However, before all of these innovations can become reality, the bulletin lists many steps which must be taken by community groups. The crises of small, mobile families cannot be met with former methods. Yet crises and the need for homemaker services will always be with us. As believers in the importance of family life, should we not consider taking a position of leadership in developing such a program in our own communities?

As we see it, a public program will have to be well under way and jobs practically certain before there will be much use of trying to start an educational program. In the previously recommended periodical, Children, March-April, 1962 issue, page 70, you will find an inspiring photograph. It pictures a youthful homemaker from our Cook County Department of Public Welfare with one of the children of a family for whom she is temporarily serving as mother substitute, thus helping the family to remain together during a family emergency. Let us think about our responsibilities, then join others in thoughtful social action.

Teachers Prepare to Meet Change

Everybody's doing it! Not only teachers of home economics but also those of all other areas of subject matter! Not only educators but other professional workers such as doctors, druggists, research scientists! Not only white collar workers but even more blue collar workers as automation moves relentlessly into offices and factories! Not only parents and other adults in their daily living but children who will be forced to meet an increasingly accelerated rate of change!

To meet change takes courage. Educators, especially, really have no choice. All over Illinois, citizens are faced with billboards in full color and in a vivid dramatic design on which are the words: EDUCATION--HIGHWAY TO NATIONAL SECURITY. Someone has said, "Democracy is deeper than liberty; it is responsibility." Ours, then, is the responsibility.

Courage has compensations

California has one of the most "exploding" populations in the nation, yet imaginative innovations in pre-employment education for its heterogeneous high school groups have given it the fifth-lowest dropout rate in the country. This impressive rate is only one of the evidences educators have accumulated.

We wish every one of our readers could see in the California Journal of Secondary Education, January, 1961, the extensive evaluation of the work experience program in Santa Barbara County, as reported by the Director, Clarence Bielstra. One-fourth of all high school graduates in the county had participated in a work experience program. More girls (66%) than boys were in the various well-organized programs. Asked about the value of these programs, 98% of the parents, 90% of the employers, and 83% of the teachers considered work experience an essential and very useful part of the total school program.

Mr. Bielstra pointed out some of the many advantages in his summary.

- * Millions of dollars worth of educational facilities now provided by community enterprises could not possibly be financed by school budgets
- * Even if such wide variety could be financed by the schools, there would be a great loss in good school-community relations and understanding
- * The program clearly dignifies work and gives new insight into our economic system for both non-college and college preparatory students
- * It serves these purposes for the dull, the normal and the gifted without reducing their participation in either academic or non-academic subjects in the high school curriculum

Mr. Bielstra attributes the success of the complex, three-track program to its being well-planned, well-supervised, and well-evaluated. He hopes to find time for more students to take work experiences by removing obsolete and/or unnecessary learnings now in the curriculum.

Teachers take steps to meet change

Do you know what state has the lowest dropout rate of all? Our neighboring state of Wisconsin has only seven per cent of its students drop out as dissatisfied customers of education! Back of this phenomenal percentage lies a long history of outstanding vocational and adult education. This statistic did not just happen!

From programs in Wisconsin and other states clues to necessary steps can be gained by the home economics teacher eager to accept President Logan's challenge of the dual role of vocational homemaking.

- * Become alert to the demands of future employment of each student. One of the authors, for example, was requested to administer a Nursing Test to a student who was seeking entrance to a distant hospital. As the teacher scanned the test she became aware of her neglected opportunities for enriching her program for the potential nurses in her classes
- * Read pertinent materials to increase her own understanding of the world of work. For instance, one of the most complex problems on which to secure an unbiased viewpoint is that of the relations between labor and management, yet conflicts may appear early in a school's efforts to establish a work-study program. We believe one of the best references we can recommend is Labor-Management Dynamics, written by social studies teachers and labor and management consultants in Detroit and designed for study by high school students. Send \$3.50 to the Detroit Board of Education, Detroit, Michigan to secure a copy.

- * Study recent publications in Educational Psychology that deal with the newest theories and research findings on the learning of skill performances and problem solving. Examine every book available to be sure that skills are included; psychologists, like other educators, have been a bit tardy in recognizing their importance. Today, however, they define "skill" as a complex organization of behavior which includes cognitive, attitudinal, evaluative, as well as performance processes.
- * Obtain your own experience in the types of employment most unfamiliar to you but offering the best local opportunities to your students. We recognize this as one of the most difficult suggestions to put into practice, but also in our opinion probably the most rewarding. No amount of reading, helpful as it may be, can give you the "feel" of the job any more than work-experiences in school can take the place of out-of-school ones for students. You will earn very little money but will receive a completely new and stimulating perspective on people, on standards of marketable skills, -- and on what it means to stand all day on aching feet.
- * Experiment to study and improve your own teaching techniques. Any teacher in a newly developing program must know how to fail. But she also has to know how to return the next day with strong purposes and renewed zeal. The active analysis of problems and a self-corrective approach will free a teacher to be a producer of theory. Possessed of sound theory, an individual can face problems of practice as they arise. For example, all psychologists point out the necessity of three theoretical steps in learning skills.
 1. Demonstration facilitates learning when the appropriate responses are clearly indicated and described, and when the response, broken down into elements, is not too complex for the learner.
 2. Reinforcement strengthens appropriate responses and is most useful in facilitating learning when applied frequently and promptly.
 3. Spaced practice that provides sufficient time for the learners to attempt responses is more efficient in facilitating learning than is massed practice, except under some special condition.

How to accomplish these steps in teaching in the most effective way will have to be developed by each teacher. Moreover, technological advances in both industry and education will almost certainly keep changing the skills to be learned.

Finally, let's limber up our imagination! One teacher is planning to take photographs in preparation for a film strip related to various jobs in foods and health positions in local establishments to take the place of the "motivational" field trip at the beginning of pre-employment education in her home economics classes. Another has purchased a movie camera to film operations for later close study to develop improvements, in the way that basic skills in industry have been developed by teachers in Trades and Industrial programs.

We are reading constantly that "the chips are down," that all education must make improvements--and fast. Perhaps we need to recognize the applicability of the quip, "There is nothing wrong with having made mistakes--but don't respond to encores."

INTERIOR DESIGN

Willis Clarendon Kauffman, Assistant Professor of
Home Furnishings, University of Illinois

There is nothing static in the field of interior design. It is charged with endless variety and is a constant challenge to ingenuity. Each project brings new problems of design, work organization, and execution, yet each is solved using basic concepts and principles of design. It is this possibility of endless variation that is so distressing to the people who are looking for tricks or formulas. And it is a fact that each situation is in a sense a new situation, that "new things" in interior design take their place as details rather than major considerations. Specific answers can be found only in specific situations.

The teacher in the area of interior design must of course be aware of the various developments, and alert to the introduction of new materials in his field. To be otherwise he would be derelict in his responsibilities as a teacher and a professional. The important thing, however, is to know how new materials and techniques relate to the total design situation. If we understand the role of materials and technique in contributing to the final form of an object, it is a relatively simple matter to assess them as to their validity in a design solution. Assessments must be made in a specific design solution. We cannot relegate the whole class of synthetic materials or machine produced goods to either "good" or "bad" categories without consideration of all the specifics.

Machine techniques of production and synthetic materials are probably the two most important factors that have contributed to a "new look" in interior decoration. Considerable detailed information of a relatively technical nature can be obtained from manufacturers, trade and technical journals, and research publications. Learning where to obtain this information is probably more important than trying to learn all of it because, in most cases, both modern machine techniques and synthetic materials are used to simulate traditional methods and materials. So we return again to the fundamental factors in evaluation of a finished product--how is the material worked in relation to its function and final form?

I would say that the paramount concern of the teacher in teaching interior design is to be able to delineate the principles of design and show how they are used to solve design problems. This can only be done when the creative and intellectual abilities of the student are developed through participation and application of things that are understood and useable. In other words, the student has to learn how to make independent judgment based on an understanding of the standards or principles involved. The student must be subjected to more than merely a vicarious or passive experience.

This means that the teacher has to be constantly alert and sensitive to the qualifications of the individual student, and must be able to recognize ideas and expressions when they occur. Consequently, the teacher must be able to perform in the subject area as well as have breadth and understanding of related subjects. Otherwise the teacher will be teaching merely about interior design.

INDEX TO THE FIRST FIVE VOLUMES OF THE ILLINOIS TEACHER OF HOME ECONOMICS

An index to guide readers to desired articles in these, our first five volumes, seemed to be appropriate in this issue. We hope that you find it useful.

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- Vol. V No. 9 *Interior Design, p. 427

Management

- Vol. I No. 5 Improving the Teaching of Money Management
 Vol. II No. 6 Toward More Satisfying Living through Better Time Management
 Vol. III No. 3 Teaching Economics Concepts within the Homemaking Program
 Vol. V No. 6 Good Management in Every Department

Educational Facilities

- Vol. II No. 8 Visual Aids Do Help
 Vol. II No. 9 A Look to the Year Ahead
 Vol. IV No. 7 Planning Homemaking Departments
 Vol. V No. 5 Innovations in Space and Facilities for Homemaking Programs

Evaluation

- Vol. I No. 9 Evaluation as Insurance
 Vol. II No. 3 Evaluation of Observation and Thinking
 Vol. III No. 5 Improved Teaching through Improved Essay Tests
 Vol. III No. 9 Help Yourself to Success
 Vol. IV No. 9 Changing Tests for Changing Times
 Vol. V No. 4 Ways and Means Toward Recognized Ends

Providing for Individual Differences

- Vol. I No. 1 Discipline: Problem and Opportunity
 Vol. II No. 1 Cooperative Planning Pays Dividends
 Vol. II No. 7 Adventuring in Human Relations
 Vol. III No. 4 The Challenge of the Junior High School Home Living Program
 Vol. III No. 8 Let's Talk It Over--Slow and Fast Learners
 Vol. IV No. 8 Special Home Economics Offerings for the Academically Talented

Program Enrichments

- Vol. I No. 2 New Dimensions in Adult Education
 Vol. I No. 4 Boys and the Homemaking Teacher
 Vol. I No. 6 Co-Curricular Activities--Boon, not Burden
 Vol. II No. 4 Television for Teaching Adolescents and Adults
 Vol. III No. 1 Teaching Democracy through Future Homemakers of America

Pre-employment Education

- Vol. V No. 7 Pre-employment Education by Home Economics Teachers, Part I
 Vol. V No. 9 Pre-employment Education by Home Economics Teachers, Part II

Values

- Vol. III No. 7 Teaching Values through Home Economics
 Vol. IV No. 5 Developing Understandings about Values through Films
 Vol. V No. 3 Venturing in Democratic Values through Role-Playing

Creativity in Teaching

Vol. III No. 1 *Thinking--A Preview and a Promise, pp. 43-48
 Vol. IV No. 4 Developing Creativity through Home Economics Teaching
 Vol. V No. 2 Try Something Different This Year!

* This * indicates an article written by a subject-matter specialist in the Home Economics Department at the University of Illinois.

Some Selected References for Reading on "Thinking"

So much interest in "thinking" seems to have been generated by our proposed over-all emphasis upon that goal for next year's issues that we have been requested to provide a highly selective reference list for some background reading. If you can share this reading with one or more others, you will find the exchange of ideas clarifying and stimulating.

American Home Economics Association. New Directions: A Statement of Philosophy and Objectives. Washington, D. C.: The Association, 1959. 10 cents.

Brown, Marjorie, Home (Learning) Experiences. St. Paul: University of Minnesota Campus Book Store, 1961. 60 cents.

Bruner, Jerome S. A Study of Thinking. New York: Wiley, 1956. \$6.00.

Burton, William Henry. Education for Effective Thinking. New York: Appleton-Century-Crofts, 1960. \$6.00.

Colorado Symposium. Contemporary Approaches to Cognition. Cambridge: Harvard University Press, 1957. \$4.00.

Committee of University Examiners. Taxonomy of Educational Objectives: Cognitive Domain. New York: Longmans, Green, 1956. \$1.75.

Educational Policies Commission. The Central Purpose of American Education. Washington, D.C.: National Education Association, 1961. 35 cents.

Hall, Olive and Beatrice Paolucci, Teaching Home Economics. New York: Wiley, 1961. \$6.95.

McDonald, Frederick J. Educational Psychology. San Francisco: Wadsworth, 1959. \$6.95.

Russell, David H. Children's Thinking. Boston: Ginn, 1956. \$8.00.

Simpson, Elizabeth and Louise Lemmon. Teaching Processes of Thinking in Homemaking Classes. Washington, D. C.: National Education Association, 1959. 50 cents.

Smith, B. O. and R. H. Ennis. Language and Concepts in Education. Chicago: Rand McNally, 1961. \$5.75.

Wellington, C. B. and Jean. Teaching for Critical Thinking. New York: McGraw-Hill, 1960. \$6.50.

Something New Under The Sun

Gentlemen:

I am doing my student teaching at the Ben Lomond High School in Ogden, Utah and I wish to present my supervisor with a subscription to your magazine, The Illinois Teacher.

I have enclosed a check for \$3.00 and would appreciate your beginning the subscription right away. Her address is:

Mrs. Shirley Hyer, Ben Lomond High School
800 Jackson Avenue, Ogden, Utah.

Could you please start the subscription with the issues published last fall? You have a fine magazine and I am sure my supervising teacher will enjoy it.

Thank you,

(Signed) Marcia Rasmussen

This letter proved to be only the first of many as the idea of giving supervising teachers a subscription spread. Marcia Rasmussen's State Supervisor, Miss C. Aileen Erickson, informs us that student teachers in Utah are encouraged to express appreciation for all the many efforts supervising teachers put forth in their behalf. This appreciation can take any form desired. Nice idea, don't you think?

Hail and Farewell from Editorial Board Members

An entirely new Editorial Board will assume responsibility for the nine issues described last month for 1962-3. We thought you might like some news notes on those Board members you have known.

Dr. Dorothy Keenan left us last September to become a member of Dr. Anna Carol Fults' staff in Home Economics Education at Southern Illinois University, Carbondale.

Mrs. Doris Manning, who took Miss Keenan's place for this year, goes next September to the Home Economics Department of the University of British Columbia in Vancouver.

Miss Emily Howald has completed her year of graduate study successfully and, though offered further fellowships to complete her doctorate, has chosen instead to join Foote, Cone and Belding, a leading advertising agency in Chicago.

Miss Vera Dean is leaving us in September to follow in Miss Howald's footsteps except that her master's degree will be in Home Economics Education.

Miss Letitia Walsh leaves in September to spend several months in a trip around the world with a friend after which she expects to live in California.

We all join in thanking you for the doubling of subscriptions this year, for your patience with mailing errors, and for your wonderfully encouraging expressions of appreciation. May we bespeak the same loyal support for our successors in 1962-63.

Now ready for your purchase--A MANUAL FOR STUDENT TEACHING IN HOME ECONOMICS--by Dr. Mary E. Mather, Associate Professor of Home Economics Education, University of Illinois. A manual designed for student teachers, cooperating or supervising teachers in high schools, and for teacher education personnel in colleges and universities. Order from Interstate Printers and Publishers, 19 Jackson Street, Danville, Illinois. \$1.50 list price.

SEND IN YOUR 1962-63 SUBSCRIPTIONS

We had rather hoped to learn the decision of Congress concerning any increase in postal rates before setting the price of the nine issues of the 1962-63 Illinois Teacher of Home Economics. When this proved to be impossible, a decision was made to keep the 1961-62 rates.

\$3.00 for the nine issues in 1962-63, Volume VI, as well as for each of the previous volumes

\$0.50 for a single copy of any issue in Volumes I, II, III, IV, V, or VI

The present Editorial Board will be on campus during the summer of 1962 and would appreciate receiving as many subscriptions as possible any time in June, July, or August in order to make the work of the new Board as easy as possible when they take over on September 1, 1962. We are making a special effort to make it possible for issues to be started promptly to subscribers on September 1, again to facilitate the change-over of Boards.

For some time we have been requested to permit teachers outside the United States and Canada to subscribe to the Illinois Teacher of Home Economics. We have finally received approval for the sale of annual subscriptions at the rate of \$4.00 for one volume, but not for purchase of single issues. You understand, of course, that the extra dollar is necessitated because of the cost of foreign postage. Previous volumes also may be secured at this same rate of \$4.00. Issues of Volume VI will be mailed monthly, as in this country.

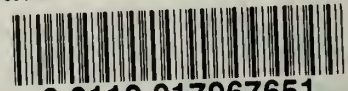






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